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ABSTRACT

This curriculum guide contains 16 units aimed at training entry-level workers as patient care assistants in nursing homes. The units cover the following topics: the role of patient care assistants; psychosocial needs of geriatric patients; work ethics; legal issues; communication skills; infection control; safety issues; patient hygiene; patient unit; rehabilitative issues; providing mobility; mechanical restraints; nourishment; elimination; vital signs; and death and dying. The first part of the guide provides information for teachers: suggestions for teaching each unit; keys to review sheets; teacher resources and information sheets; suggested books, journals, audiovisual aids, and equipment; competency profiles for patient care assistant; and a task listing for certified patient care assistant. For students, the guide includes information sheets, worksheets, review sheets, checklists, and scorecards for each of the 16 units. (KC)

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PATIENT CARE ASSISTING

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PATIENT CARE ASSISTING

A Curriculum for Career Entry in the Nursing Homes of Georgia

Developed by

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RATIONALE

Over the last several years there has been mounting criticism of the quality of care in long term health care facilities in the State of Georgia. The Health and Ecology Committee of the State House of Representatives has received numerous complaints on the issue, as has the Governor. The Health and Ecology Committee and the Governor have called upon the Georgia Health Care Association (GHCA) for its opinion on the situation. The GHCA has acknowledged some shortcomings and ascribed their existence to the lack of training of health care employees working in their facilities.

The Health and Ecology Committee then approached Georgia State University (GSU) to determine whether it would be practical to train health care facility employees who work with clients. The GHCA has indicated that it will pay employees an increase of approximately 60 cents per hour (15%), if they have undergone the appropriate training. It requests that State medicare insurance provide coverage of this cost so that it would not be passed on to health care clients. First, however, the state legislature would have to budget this expenditure.

GSU has recommended that if this training is to be provided to health care facility employees, it be accomplished at postsecondary vocational schools. Legislation was proposed, during the 1987 legislative session of the Georgia General Assembly, to initiate this program state-wide. This legislation did not pass. The legislature did pass a resolution prior to its 1987 adjournment which will initiate a pilot program for training of health care facility employees in five of the State's postsecondary vocational schools.

It is anticipated that the 1988 legislature will enact legislation implementing this program throughout the postsecondary vocational education system in the State. In preparation for this undertaking, this document is offered as a curriculum for a 160-hour training course for Patient Care Assistants (PCA's).

The Patient Care Assistant classification would be for entry level health care facility employees who deal with clients. It is envisioned that other training programs would be developed for advanced work for these employees, such that a career progression would be established leading to certification as a Licensed Practical Nurse (LPN).

UNIT GUIDES FOR PATIENT CARE ASSISTING

It is suggested that this curriculum be used as teacher directed instruction. The format, however, is individualized and could be used that way with a motivated and advanced student. The scorecards have been placed on a separate page so that they can be duplicated and given to the student. The same is true of the activity sheets and review sheets.

It is suggested that all lectures be put on video tape or at least cassette tape so that students can see them over and over again if needed. This also helps when you have one student absent for a lesson.

You will find below a few suggestions of things that should be included in lectures or practice sessions for certain units.

Vocabulary and medical abbreviations for each unit are given in the unit guides. The teacher should always include definitions and use of these terms in the teaching process.

UNIT 1 LESSON 1
KEY FOR THE WORKSHEET FOR UNIT 1, LESSON 1

STUDENT'S NAME ____________________________ DATE ____________

DIRECTIONS: After hearing the teacher lecture and reading the information sheet,"The Health Care Team", fill in the blanks in the questions below.

1. The people who work in nursing homes and are responsible for the health and care of patients are said to be a health care team.

2. The Health Care Team of the Nursing Home

DOCTOR
|
DIRECTOR OF NURSES (RN)
|
CHARGE NURSE
|
PATIENT CARE ASSISTANT (PCA)

3. The member of the health care team that does most of the basic care of the patients is called the PCA.

4. When the Georgia Health Care Association and the State of Georgia test you and say that you are good at your job, we say that you are certified.

5. A series of jobs that are alike but require different amounts of education are said to be a career ladder.

6. Five duties of a PCA are ___________, ___________, ___________, ____________ and __________. (any 5 duties of PCA)

UNIT 1 LESSON 2

See the teacher resource included in the teacher's guide for some information for this lesson. The following changes of aging should be included along with any others that you wish to include:

1. bones (check with nurse before giving a back rub; report falls immediately)
2. heart, BP (keep the rooms warm, socks and sweaters even in warm weather, report even slight changes in vital signs)
3. reaction time (let them change positions slowly, encourage the patients to use assistive devices such as canes, walkers, and handrails)
4. balance (change positions slowly, encourage the use of assistive devices as in #3 above)
5. appetite (encourage the patients to eat with others, wear dentures, get some exercise, increase fluid intake, encourage fruit, roughage intake; PCA should make mealtime as pleasant as possible)
6. decreased resistance to infection (watch for and report SLIGHT changes in vital signs)
7. s/s slow to appear (watch for and report SLIGHT changes in vital signs)
8. slower metabolism leading to drug toxicity (watch for and report s/s that might indicate drug toxicity)
9. impaired circulation and kidney function leading to dry skin, dehydration, etc (encourage patients to drink fluids, use lotion, less frequent baths, skin care)

Ways that nursing care is adapted to these changes should be explained to the students. A brainstorming session might be a good way to get the students to think. A questioning session and/or a role play session is a good way to review and reinforce the information.

UNIT 1 LESSON 3

The teacher should talk about the changes of aging and how the patient might feel about these changes. (see resource for teachers included with the teachers guide) This lesson also includes behaviors of patients and how the PCA is to cope emotionally and behaviorally.

Some situations to include:
physically abusive patients
discrimination by patients
sexual harassment by patients
death of a patient
the complaining patient (of facility and/or family)
the demanding patient
accusations of stealing the patient's belongings
the angry patient
foul language by patients directed to personnel

It is suggested in the lesson that this be handled through role play. A good way to review and to relieve anxiety in the PCA is a questioning session.

UNIT 2 LESSON 1

The teacher lecture should include discussion of all the sub-objectives listed in the performance objective of this lesson.

Role play and/or questioning would be good methods to use to reinforce and evaluate student learning.

UNIT 2 LESSON 2

This lesson should include all the little things that the PCA can do to make the patient feel at home. These include introducing themselves as they enter a room, knocking before entering, labeling the patient's belongings, PRN, getting a room ready for admission and helping the patient at discharge. Stress showing empathy NOT sympathy and that this is the patient's home.

UNIT 3, LESSON 1

Key for Review Sheet: Legal and Ethical Issues

1. B
2. C
3. D
4. E
5. A

Teacher lecture should include all the sub-objectives for lesson one.

UNIT 3, LESSON 2

The following are some suggested situations for role play, discussion and/or questioning. They are designed to make the PCA examine his/her own beliefs and to think through difficult situations BEFORE they occur. The teacher should add situations to suit the facility and learning needs of the students.

SITUATION 1 (Teach PCA to plan/organize work)

Your charge nurse gives you your assignment sheet for the day. You have been assigned two complete bed baths, three shower baths and five patients who can do their own care with a little help. You know one patient is already wet in the bed and two patients are due to be put on the commode now for their toilet schedule training. How would you organize your work?

SITUATION 2 (Teach PCA to follow directions)

The charge nurse tells you to get a urine specimen and "do an S&A". Your have forgotten how to do this. What should you do?

The charge nurse asks you to empty the catheter bag for the day on a pt, record the amount of urine then total the I&O worksheet. Describe how you would go about this task.

SITUATION 3 (Describe appropriate dress code for the PCA)

Show polaroid picture of PCA dressed appropriately and inappropriately according to your facility policy. Allow the students to discuss why each picture is appropriate or inappropriate.

SITUATION 4 (Provide quality care to patients, take pride in you job and abide by facility policies)

You are busy changing a bed in a 4 patient ward. The patient in the far bed is wet but is assigned to another PCA who is changing a bed patient who has had a BM in the bed. What should you do?

SITUATION 5 (Provide quality care to patients, take pride in you job and abide by facility policies)

You have completed your assignment sheet for the day. You notice that a pt in a geri chair has slipped down in the chair and is crying quietly. The patient is assigned to another PCA. What should you do?

SITUATION 6 (Teach PCA pride in his/her work)

You go by one of your pt as you are taking a load of laundry to the laundry room. You can tell by the odor that the pt is soiled again. It is the 3rd time this morning. Should you finish your morning chores or change the pt again? Why?

SITUATION 7 (Teach the PCA to take responsibility for being at work on time every day)

Brainstorm what happens when a PCA calls in "sick".
- Scheduling
- Find replacement personal
  - these people work overtime (burnout)
- Patient care suffers

-Relate to pride in work
-Quality of care given

SITUATION 8 (Leaves personal life at home)

A. PCA has had fight with husband/boyfriend. Cries during work day.
   Discuss-effect on her work, co-workers, and pts.

B. PCA's children call 6 times during every work day.
   Discuss effect on work, co-workers, and pts.

C. PCA uses phone frequently during day tying up the home's line.
   Discuss effect on work, co-workers, and pts.

SITUATION 9 (Teach PCA correct interpersonal relationships)
Role play paying close attention to non verbal communication
or
Show a video tape you have made of different ways of relating to others in each situation below. Have students discuss posture, facial expression, tone of voice, etc. and how much they convey.

orders from supervisor
smart-alert co-worker
offensive patient
hostile family member
pt who has soiled themselves for the third time
show bad-discuss
show good

You may wish to role play with your first class and video tape for future use with absentees or an alternative plan.

The student will use the daily self evaluation for 10 working days. Use the Daily Self Evaluation Form found in unit three. Hopefully, this will help to reinforce the ideas presented in the teacher lecture and role play activities. The teacher will then conduct an interview with the student and through questioning will identify the student's ethical code. This is to be documented on the checklist for ethical code found in unit three.

UNIT 4, LESSON 2

The student should be taught to fill out all the forms required by the facility for which they are employed in regards to incidents. The teacher should collect all these forms and teach the students to fill them out according to facility policy and standard.

Let the students practice in class with specific incidents such as falls, refusal to take medications, etc.

UNIT 5, LESSON 1

Make a video, perhaps with your first class to show how to cope with each situation listed in the objective. You may wish to show inappropriate ways , discuss, then show appropriate ways of coping with each situation.

UNIT 5, LESSON 3

The teacher should gather every form on which the PCA will be expected to chart in the facility and teach the PCA how to fill them out to facility policy and standard.

Another activity is to have a list of situations and let the students tell you to whom they should go to report.

Some examples might be patient is stealing from another patient, patient is hoarding food, patient on low salt diet is using salt, patient's vital signs are elevated, etc.

UNIT 6, LESSON 1

KEY TO REVIEW SHEET 6-1, "INFECTIONS"

1. small plant or animal that causes disease
2. germs have gotten into a person and caused disease
3. bacteria, virus, fungus
4. gets into an open sore or mucous membrane in a susceptible person
5. handwashing
6. when you get to work, between every patient, when you touch something dirty, before leaving work
7. direct contact, indirect contact, droplets, vehicle, airborne
8. any reasonable answer

UNIT 6, LESSON 2

KEY TO REVIEW SHEET 6-2, "HANDWASHING"

1. to prevent spreading germs
2. warm. help kill the germs
3. when you first get to work
   between every patient
   after you go to the bathroom
   when you touch something dirty
   before you leave work to go home

UNIT 6, LESSON 6

I&O is taught in UNIT 14. If you wish to teach it at this point, see the teacher's guide for that unit.

UNIT 7, LESSON 1

See the film as a group and discuss. Use the Missouri resource as reinforcement. The practice session should begin by the teacher demonstrating correct posture and correct body mechanics while lifting objects from tables and from the floor and then move to positioning the patient in bed. Finally correct body mechanics when lifting the patient to a chair should be demonstrated.

Each skill should be practiced by the PCA students as it is demonstrated using each other as the patient. Mastery for correct body mechanics will be assessed in Units 9, 10 and 11.

A questioning session would be helpful before having the PCA students fill out the Body Mechanics review sheet.

Emphasize that the PCA should ask for help, PRN.

KEY TO REVIEW SHEET 7-1, "BODY MECHANICS"

1. B
2. A
3. B

UNIT 7, LESSON 2

The teacher should take a look at all the facilities for which PCAs are being trained and demonstrate each type fire extinguisher that the PCA will have available. The fire and disaster drills should be taught to the individual facility policy since these will vary from facility to facility.

UNIT 8 LESSON 1

Teacher Lecture should include:
-appropriate use of lotion and powder.
-observation of skin for irritations, rashes redness, heat, tenderness, etc.
-ear care (use facility policy)
-NG tube care (if PCA will do in your facility)
-Back rub (a scorecard is included if you wish to teach as a separate skill; if not, teach as a part of the bed bath; stress importance of checking to see if patient can have a back rub and the dangers of if patient has osteoporosis
-the importance of daily correctly done pericare
-mini baths during the day
   Wash face, hands before\after meals
   Hands after elimination
   pericare PRN after elimination
   oral hygiene after meals
- teach them to dress the patient and discuss change of clothes during the day, PRN
-offering makeup to female patients and assisting with application

UNIT 9, LESSON 1

The teacher should include in this lesson all the things that each facility requires the PCA to do in the patient unit. Look at the scorecard and add to it anything you think necessary. Also, the PCA needs to know the facility policy for disinfecting the water pitcher, tray and glass as well as how and when to wash it.

UNIT 9, LESSON 3

KEY TO 9-3 REVIEW SHEET,"UNOCCUPIED BEDMAKING"

1. B
2. B
3. C
4. A
5. B
6. B

UNIT 10

The teacher lecture should include any special equipment used at the facility to prevent bedsores. These might include water mattresses, eggcrate mattresses, sheepskins, etc. The PCA needs to know that an exercise and activity plan exists for every patient and that the patients should be encouraged to move around as much as possible. It is not recommended that the PCA do ROM. They do need to know the importance of turning and positioning the patients often and correctly. It might reinforce the lecture to show them a picture of a bedsore.

UNIT 11, LESSON 3

The teacher demonstration should include all the assistive devices that the PCA will see in the facility. Some of these might include the cane, walker, TED hose, gait belt, etc. If the PCA is allowed to apply TED hose, this should be taught here.

UNIT 11, LESSON 6

The PCA should be taught to assist the patient in and out of the chair, the proper way to clean the chair, and to recognize and report unsafe chairs, stat.

UNIT 12

The teacher should include all types of restraints used in the facility for the demonstration and let the students practice every one. Some examples might be the geriatric chair, gloves, mitts, belt, vest, sheet, wrist, ankle, and pelvic.

The lecture should stress the need for very careful care, observation and documentation when using restraints.

The importance of releasing the patient for exercise and repositioning should be stressed.

UNIT 13: NOURISHMENT

The teacher should include how to feed a blind patient, a partially paralyzed patient and a patient who must lie flat in the lecture/demonstration. Also to be included are all the special utensils that the PCA will be using in the specific facility.

Notice that hand washing of the patient and the PCA has been emphasized in the scorecard as has the idea of changing the patient's clothes as needed before and after meals.

The teacher should also mention the social implications of meal time and suggest ways to make this time special, calm and enjoyable for the patient.

If the PCA does N-G tube feedings in your facility, emphasize that the head of the bed should be KEPT slightly elevated at all times. This would be the time to teach how to do an N-G feeding and how to care for the tube. However, it is NOT recommended that PCAs be doing this type of care.

There is an activity in the Unit 14 Elimination on intake and output and how to measure, etc. This may be done here and reviewed in Unit 14 for emphasis if desired. Intake and output should be mentioned in the teacher lecture-demonstration for this unit.

It is a good experience for each student to "play" the blind patient, the helpless patient, the partially paralyzed patient and the patient who must lie flat so that they get the feel of being so dependent on someone else and will be more empathetic to their patients.

UNIT 14, lesson 1

LAB ACTIVITY ONE

Take the standard utensils used in your facility (cup, juice glass, tea glass, bowl, milk carton, etc) and let the students practice measuring. For instance, fill the cup with water, pour the water into a graduated measure and record in ounces and cc's.

Do this for every utensil. Use the I&O worksheet used in your facility and record results. There is a visual handout provided for you to use at the end of the teacher's guide: however, most facilities have one of their own. It would be better to use the one with which the student will be working.

As the students perform the skills in this unit, let them practice measuring from the bedpan, urinal, bedside commode and catheter bag and recording on the I&O worksheet.

Be sure to remind them which patients are ALWAYS on I&O, such as patients with IV's and those with an indwelling catheter.

This activity may also be useful to do when teaching feeding the patient to practice measuring and to reinforce learning.

The following is a SAMPLE activity for you to use. You may need to do several of these before the students become accurate.

LAB ACTIVITY 2

1. Your patient had the following to drink today on first shift:
    - 1 carton milk
    - 1 cup coffee
    - 1/2 glass tea
    - 1 bowl jello
    - 1 juice glass apple juice

Record each on the I&O worksheet in cc's under "intake".

2. Your patient had the following output on first shift today.
    - 8 oz. urine
    - 12 oz. urine
    - 10 oz. urine

Record each on the I&O worksheet in cc's under "output".

3. Let your teacher check your work.

UNIT 15 Lesson 7

Teach taking vitals sings in the way that the PCA will be required to do so in their facility. For instance, some facilities may have electronic thermometers and BP cuffs while others do not.

The teacher may want to include ways to measure height and weight of a bed ridden patient if this is done in your facility.

UNIT 16 Lesson 1

The teacher should lead the discussion of the PCA ideas about death and the customs they observe when a death occurs. Talk about how this is comforting to them and how to be tolerant of the beliefs of others.

Lesson 2

This is a good place to talk about the facility policy concerning the care of the dying pt and the role of the PCA in that care. Use role play to practice the care and also situations that might occur such as questions from the family, what to do if no minister is available, what to say if the patient asks if he/she is dying etc.

Role play touching the dying and dead person.

MAY BE USED AS A POSSIBLE TEACHER RESOURCE FOR UNITS I, II, AND V

SOURCE: LONG TERM CARE: NURSING ASSISTANT TRAINING MANUAL
NEBRASKA HEALTH CARE ASSOCIATION
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NORMAL AGING PROCESS

Aging can be defined as the normal process of growing older. People begin growing and aging at birth. Old age is a continuation of this process, a time of maturing and ripening, the last stage of growth in the growth cycle. The physical signs of aging (gray hair, wrinkles, stooped posture) may give the impression of deterioration. But physical signs do not necessarily reflect how well the body is functioning or the state of the mind. The saying, "You're as old as you feel" is true.

DEVELOPMENT STAGES

Throughout our lives, we have to deal with new problems and tasks. These problems and tasks are generally similar for all of us, depending upon where we are in the life cycle. The stages of development that make up the life cycle and approximate ages are: Early Childhood (1-5 years), Childhood and Adolescence (5-21),Adulthood (21-45), and Old Age (75 on).

During Adulthood the tasks usually involve a career or job, marriage, home and a family. This is a time for obtaining things - possessions, relationships, status, and so on. It is a time of achievement.

The middle years are a time of stabilization. There is a reevaluation of one's life and lifestyle in the light of an aging body, children leaving home, and future retirement. People during these years begin to look for new ways to use their time and begin to plan for old age.

During Later Maturity and Old Age, people experience many losses. They may begin to prepare for the final loss, their own death. This preparation may be obvious, as when people give away their possessions or talk about their coming death, or it may occur only as fleeting thoughts about the deaths of others or of one's self. Those who have become grandparents (and often those who have not) look for some connection to other generations. They also begin to examine the significance of their lives.

COPING WITH CHANGES AND LOSSES

The present generation of elderly has seen many changes in its lifetime, more than any other generation before it. In the past 50 years, the way people live has changed tremendously because of scientific developments. Many of these developments have made the skills of older people outdated. In addition, changes in society's, moral attitudes seem to negate the religious and other beliefs that these people relied on to redirect their lives. One of the major tasks of older people is learning to cope with many losses and changes over a relatively short period of time. And they have to do this at a time in their lives when they have less energy with which to cope. Some of these losses and changes of the normal aging process include:

PHYSICAL CHANGES

-Decreased ability to work due to weakening muscles, less energy, and changes in blood system and breathing ability.
-Decreased ability to see, smell, taste, hear, and touch.
-Increased risk of heart disease, diabetes, cancer, and stroke.
-Deterioration of the bones and changes in the joints which limit movement.
-A slowing down of the nervous system that results in slower responses. Walking and other coordinated movements require forethought and care.
-Decreased fine motor coordination when hurried.

EMOTIONAL AND PSYCHOLOGICAL CHANGES

-Having to accept a new self-image as the body changes
-Decreased ability to remember recent events.
-Having to face the nearness of death and dying.

SOCIAL CHANGES

-Reduced income; changed living standards; possible loss of home.
-Retirement from work; more leisure time; loss of purpose.
-Loss of status in the community and family.
-Loss of many significant people and possessions in life.
-Isolation.
-Possible relocation of living arrangements.

Any personal loss, as of a friend, relative, or possession, can seriously affect a person's functioning, slowing down mentally and physically for weeks and even months after such a loss. This may interfere with performing the normal activities of daily living. As people grow older, they experience more and more losses closer and closer together, without time for recovery. The person may act confused an disoriented. Under the circumstances, this is understandable behavior. A younger person would probably act the same way in the same situation.

ELDERLY STEREOTYPING

Not only do older people have to endure loss and disappointment, but they must live in a society which, on the whole, is prejudiced against them. In the United States, there are many negative attitudes toward aging. This stereotyping or categorizing of people because they are old is called "ageism". It is similar to sexism and racism in that people with some similar characteristics are grouped together and thought to have other similar characteristics.

Some of these common stereotypes are:

"Older people are senile"

The term senility refers to deterioration, usually mental. Calling a person senile is a convenient way of labeling someone for whom nothing more can be done. Too often, when we can't understand a resident's behavior, we feel helpless about it, and say, "But he's senile," which seems to explain the situation. The word senile is a "wastebasket' term that should be thrown out of our vocabulary. Instead, we should be describing residents' behaviors and trying to find reasons for them.

"Older people look alike"

Sometimes we let the more obvious signs of old age interfere with seeing older people as individuals. The less contact we have with this age group the more likely we are to make this mistake. Not only must we consider the differences in the physical characteristics and personalities of people, but we must also consider the differences in their ages.

"Older people can't learn new skills"

This is surely not true. It may take older people more time to learn a new skill or information, but they often retain it longer than younger people.

"Older people think and act alike, resist change, and cannot make decisions"

Personality traits learned throughout life produce individual ways of being old. Some older people cannot make decisions and cannot change. They couldn't when they were 25 years of age either. Others can and have always been able to.

"Older people are not interested in sex"

People can and do enjoy sex when they are as old as 100 or more. Many elderly women are not able to enjoy sexual intercourse mainly because they lack a partner. Sexuality in aging also includes sexual identity, social interaction, and the human need for touch.

SUCCESSFUL AGING

People adapt to aging in their own way. Some view with insight the years they have lived. They try to overcome their weaknesses and take advantage of their strengths. Others take advantage of their weaknesses and use them as excuses for their declining abilities. Some enjoy their role of dependence, feeling that they have done their share of work and deserve to rest. Others blame the rest of the world (including the people who care for them) for their difficulties. All of these people have adapted to aging, some more successfully than others.

Many factors may contribute to a successful old age. These may include having money, good health, education, family support, and a good diet. They may include having opportunities for learning, for creative expression, or for being useful and productive. Maybe the ability and desire to remain mentally and physically active and involved in life brings happiness. Or it may be an attitude or state of mind that helps some people age successfully.

An important factor in successful aging is a person's ability to cope with and adapt to change. How one copes with change reflects behavior patterns that were learned in childhood. Parents should teach children a positive approach to aging by their own example. Often children get to know very few older people, or they see them only in television commercials for denture cleaners or laxatives. We all must prepare for our own aging--we cannot spend a lifetime denying it.

OWN ATTITUDES TOWARD AGING

In order to understand your elderly residents, you must examine your own feeling toward aging and the aged. It is difficult to care for an older person if you are denying aging at the same time. What does old age mean to you? What is you attitude toward elderly people, which in turn affects your behavior? Are the elderly useless or helpful? Irritating or loveable? Stingy or generous? What do you value: beauty, youth, wisdom, thoughtfulness, experience, age? What is your feeling when working with the elderly? Do you feel pleasure or impatience; respect or dislike? Do you fear growing older do you look forward to your own aging? Your behavior and feelings will vary, depending upon who you are and your situation. Your values and attitudes are a basic part of you and are more difficult to change. When you begin caring for your elderly residents, you may feel afraid, disgusted or impatient. These feelings are not unusual. It is important that you face these feelings and try to understand your values and attitudes. Work to be open, honest and accepting of yourself. Look at your own strengths as well as your limitations in caring for your residents. Share your feelings with a trusted person so you can gain another view of aging. Observe and listen to what the elderly tell you. If you remain open, you can learn how they see you, and if necessary, you can change yourself in the desired direction. Use every opportunity to learn about yourself and your feelings as an aging person. You can begin to understand the basis for your feelings and express them more effectively. As you learn to deal with your own feelings toward aging you can hopefully change to more positive feelings toward your elderly residents. This is the beginning of developing a helping relationship with your residents.

BASIC NEEDS OF THE ELDERLY

All people, including the elderly, have the same basic needs. These basic needs are physical needs, which include (1) food and fluids, clothing , shelter, bowel and bladder control, activity, rest and sexual expression, and psychological needs, which include (2) need for safety and security; (3) need to love and belong; (4) need for self-esteem and (5) need to reach own full potential. Physical needs are those which relate to the body. The term psychological can be defined as: psycho-mental or emotional capacities; social-relationships with other people. The physical needs are the most basic and the need to reach own full potential is the least basic. When people are uncomfortable, they are concerned about fulfilling their most basic needs first. The nursing home resident who is afraid of not making it to the bathroom on time at the card party activity will be more concerned about the bathroom than concentrating on his/her card hand. The resident who is unable to sleep and doesn't receive adequate rest will be probably unable to get involved with a social planning group the next day.

Your elderly residents would like to continue to meet their needs by themselves, but because of aging changes, health problems and other problems, it is hard for them to do this. The nursing assistant should look for special ways to help the residents stay as independent as possible. When you see a resident whose needs aren't being met, talk with both the resident and your supervisor about it. Then you and the other member of the nursing team, can find ways to meet the resident's needs.

Some examples of the ways the nursing assistant and other members of the nursing team can help meet the elderly residents' needs as related to changes and losses of aging are discussed below. The specific procedures for doing certain tasks will be included in the chapters that follow.

PHYSICAL NEEDS:

Food and Fluids

1. Offer frequent, small meals as the stomach may not be able to hold as much food at a time.
2. Recognize dentures (false teeth) that don't fit correctly, causing the person to chew with difficulty.
3. Assist with tray preparation so residents can feed themselves.
4. Encourage eating with others.
5. Accommodate whenever possible the person's food likes and dislikes.
6. Make sure fluids are available at all times.

Clothing

1. Dress residents in their own clothing every day.
2. Give the person a choice of "what to wear today".
3. Insure proper fit; adapt to aging changes such as shortening in height, narrowing of shoulders.
4. Clothing should be lightweight and easy to put on and take off.

Shelter

1. Contribute to a homelike facility by encouraging the resident to have familiar objects and possessions in the room.
2. The environment should have the proper temperature control,ventilation and lighting.

Elimination

1. Observe toileting habits and take measures to help the resident maintain bowel and bladder control.
2. If incontinent, (passing of stool or urine at inappropriate times) understand the person's feelings of hurt, anger, or embarrassment.

Activity

1. Move the person's body frequently by repositioning, walking, and/or exercising.
2. Make sure all residents are out of bed every day unless specifically ordered to remain in bed.
3. Watch for what the resident can do by him or herself and encourage the slightest movement.

Rest

1. Keep the person active during the day so he or she will rest at night.
2. Encourage more rest periods in between activities.
3. Discourage the use of sleeping pills at night by giving a backrub, warm drink, a snack or short conversation instead.
    4. Help decrease nighttime confusion by orienting to things in the room. Use a night light and make sure call signal is in place.

Sexual Expression

There are various factors which affect the sexuality and need for sexual expression in the elderly resident. As with other habits, the sexual practices of an older person will reflect the habits of that same person when younger. A very sexually active young person will become a sexually active older person, if sex is unimportant to a thirty-year-old, it will be unimportant when that same person in seventy. A person who had a mature and healthy attitude towards sex at twenty will retain that attitude at eighty. On the other hand, a sexually repressed eighteen-year-old will, without help, remain sexually repressed at seventy-five. So the major determinant of sexual involvement in older people is the amount of sexual interest of that same individual when younger.
Another factor affecting sexual expression in the elderly is that many diseases, surgery and types of medications affect sexual performance. Also the normal aging process causes physiological change in both the male and female which will change the timing of sexual gratification in older people.

In addition, other factors include the older person's need for their sexuality to be accepted by others, since it is part of the makeup of all human beings; the need for privacy with respect to sexual matters; the type of sexual expression should be respected as long as it does not infringe upon the rights of others; and residents require protection from the unwanted advances of others.

There are several things you can do the help meet the residents need for sexual expression:

1. Learn how sexual gratification affects the total well-being of the individual by reading, attending seminars, and speaking with your supervisor.
2. Become aware of your own feelings about sexuality.
3. Reassure residents that sexual desire is normal in older people and that they are not "vile," "dirty," "obscene," "vulgar," or "oversexed," or any of a number of other derogatory things which are frequently attributed to people who show an interest in sex.
4. Reassure the residents in your care that the physical evidence of aging (decrease muscle tone, graying hair) does not necessarily diminish sexual attractiveness.
5. Assure consenting individuals of privacy so that they may express their sexual feelings for each other. (Knock when entering any room which has a closed door.)
6. Do not interfere with residents who are masturbating; allow them the same privacy you would allow to heterosexual couples. Orgasm relieves anxiety, and for many older individuals masturbation is the only way they see available to them of achieving orgasm. Unfortunately, many sexually ignorant nursing home personnel become shocked when they witness the male (and especially the female) residents masturbating. They go so far as to use hand restraints to prevent masturbation, or even to transfer the resident out of the nursing home.
7. Protect non-consenting or disoriented individuals from sexually aggressive males or females. This should be done in such a way that the person who is making the overtures doesn't feel punished, threatened or put down.
8. Control exposure in a way that doesn't threaten or humiliate the individual.

PSYCHOSOCIAL NEEDS:

Safety and Security

Safety:

1. Prevent further spread of illness by making sure residents have their own tissue, soap, towel and washcloth.
2. Wash your own hands when going from one resident to another.
3. Observe the residents' skin for redness and tears. Wash with mild soap and lubricate with lotion.
4. Avoid extremes of hot and cold as elderly persons have decreasing ability to perceive pain, heat and cold.
5. When changing a resident's position, do so slowly.
6. Do not hurry residents as they may fumble or have and accident.

Security:

1. When a resident asks for help, give it in a willing and pleasant manner.
2. Encourage the resident to help themselves in everything possible.
3. Give the resident a place to call his own, i.e., own belongings, reasonable "clutter" on the beside table.
4. Help the resident utilize the locks on wheels, grab rails in bathrooms and halls and nonskid surfaces in tubs and showers.

Love and Belonging, Self-Esteem and Reaching Full Potential

1. Encourage visits from residents' family and friends.
2. Encourage friendship with other residents.
3. Consider the individual residents' interest in program and social activities.
4. Find out what the resident really wants to do while in the facility.
5. Permit the resident to express their feelings and talk about their situations.
6. Allow the resident to make as many types of decisions as possible such as clothes to wear, friends to have, activities to attend, food to eat, when the bathe, and when to go to bed.
7. Help the resident understand some of the changes that come with aging and help them recognize their limits.
8. Give the resident the opportunity to learn new skills and gain new information.
9. When teaching something new, begin slowly, one step at a time, at the resident's pace.
10. Listen to the advice and experience of the resident, question and try to learn from the residents.
11. Encourage community groups to be involved with residents by greeting the groups and being friendly.
12. Help the resident meet his/her spiritual needs.

Spiritual Needs

Religion is an important part of the lives of many residents. As people get older, they take a second look at what religion means to them. Often it gives strength and courage when their bodies or others fail them. Regardless of the religious belief you have, always respect the resident's belief and assist him or her to meet his/her religious needs. You can do many things to help meet the resident's spiritual needs. They include:

1. Encouraging religious observances in the facility by reminding residents of the time that observances/services begin and by making sure the resident is properly dressed and transported.
2. Encouraging residents to keep in touch with members of their previous congregation by assisting with phone calls, reminding them to send cards when religious holidays approach and by suggesting they invite members of the congregation to the facility for special holiday observances.
3. Encouraging residents to keep in touch with members of their clergy.
4. Encouraging residents to talk about their religious faith.

5. Respecting special food customs, i.e., some Seventh Day Adventists are vegetarians and some Jewish people observe the custom of "kosher" foods.

6. Kosher foods are prepared and served in a special manner. Some Roman Catholics may observe customs of fasting or abstinence from some foods before some religious ceremonies and on a designated holy day. Assist with helping the resident observe these religious food customs if they so desire.

7. Learning as much as possible about each resident's beliefs and that of their chosen religion so you can assist them as much as possible in helping them prepare to observe their religious customs.

In summary, all people have the same basic needs. These include not only the physical needs such as being clean and fed, but also the emotional and psychosocial needs such as talking, building trust and self-esteem. It would be most convenient to separate them and say only deal with the physical, but you cannot separate the person's body from his/her thoughts. The tasks of giving a bath may be the means by which you can talk and listen with your residents. Helping them walk down the hall not only maintains mobility, but builds confidence and self-esteem.

A Helping Relationship

You, as a nursing assistant, are a member of the helping professions, a special group of people who care for people in need. The elderly are in the nursing home because they have needs they cannot meet themselves. They need to be cared for and helped. In order for you to do this, you need not only knowledge of doing physical tasks such as bathing and making beds, but you need knowledge of human nature and a great deal of compassion. To be a truly helping and caring person, you must go beyond the baths and beds to talking to your residents and allowing them to tell you what their needs are so they can cope with another day. This means to establish a helping relationship, which takes a lot of effort but is worthwhile because the helping relationship is satisfying to both the resident and the nursing assistant. In order to establish a helping relationship, trust must be built. Building trust includes the following:

1. Being honest-You must be honest, not only in what you say but in your feelings to the resident. If the resident does something to make you angry, tell him/her what actions make you angry but that doesn't mean you dislike him/her. In another situation, don't say "Everything is fine" when it is not.
2. Having patience-The elderly person needs more time to do things and they also have their own way of doing things. Allow them to do it their way. Many times it is necessary to repeat the same request or information over and over again. Try to understand that this is necessary when caring for many older people. Many actions performed by the nursing assistant are repeated over and over again without always visible results. Turning a resident every two hours night and day may be seen as just hard work to someone who does not understand that the routine turning prevents bedsores.

3. Being consistent-Always do what you say you are going to do. If you say you will be back to the resident at a specific time, be there. If you are unable to be back as promised, let the resident know or have a co-worker give the resident the message.
4. Explaining what you are going to do-Always explain what you are going to do to a resident before you do it. Before changing a resident's position, explain what you are going to do before you begin. Tell him/her of any scheduled activities or appointments within the nest few hours. Older people are more easily flustered when hurried and need more time to prepare for an appointment.
5. Allowing residents to express their feelings-It is important that you let residents express their feelings without taking their remarks personally and without "getting even". Sometimes nursing assistants and other who work in the nursing home unconsciously punish residents for behavior that they don't like or don't understand. This can be done in little ways such as not answering the call signal immediately, and making them wait for a bedpan or bathroom assistance. Withholding things from residents can destroy any future relationship building with them.
6. Being nonjudgemental-You must accept different eating habits, dressing habits, religious practices and try to understand them. Do not place a value, such as right or wrong, good or bad, on the resident's actions or words. Do not laugh at different beliefs or habits you ar not used to. You must be warm, understanding and accepting in order to help your residents.
7. Showing that you care for your residents-The nursing assistant who truly shows caring to the residents gives value to the residents' existence. When caring is shown, it gives the resident a reason for living. Caring is a positive feeling toward someone or something and is an attitude of the heart. Caring for others is helping them grow. This idea of caring relating to helping the person grow comes from a book titled ON CARING by Milton Mayeroff. His concept of growing does not mean physical growth but learning to be more comfortable with oneself and one's surroundings. It means learning to adapt and how to live with one's changing body and situation. In this sense, caring, to people working in the nursing home, is helping the elderly residents meet their needs. There are many ways to show caring. Some are discussed below.

You must know your residents and let them get to know you. This means not just knowing their names and faces by knowing their likes and dislikes, how they normally look and act and their individual schedules. It means planning your assignments around their needs and not what is convenient for you.

You must evaluate you actions for each resident to decide if they have helped or not and if not, to change the action. For example, if a resident is being dressed by the nursing assistant and starts crying and refuses to be dressed, the situation that is supposed to be helping the resident needs to be evaluated. A new action or approach should be tried.

You must help your residents grow by looking for their strengths. Instead of looking at what they cannot do (weaknesses), look for what they can do (strengths). Focus on what they can do for themselves, no matter how long it takes. Combing and styling a female resident's hair may be fun for you, but think of the benefits of self-esteem and exercise for the resident if done by herself.

A caring person does not forget the existence of the person for whom they are caring. Don't carry on a private conversation when working with another nursing assistant that leaves out the resident. If two of you repositioning a resident and carry on a personal conversation, you will be treating the resident as an object and not as another person. A caring person would not do that.

Caring can be conveyed in how you touch. Touching can communicate caring better than anything to the blind or confused. A gentle touch is used for someone special, someone you wish to please, as opposed to a rough touch that indicates anger, being in a rush or simply just not caring.

You can convey caring by allowing privacy. This means preventing exposure of a resident who is bathing, dressing, or toileting by providing a bath blanket, curtain or closing the door. It is important to handle a resident's private belongings carefully and respectfully and be granted permission before discarding anything.

In summary, caring is a special quality expressed by people regardless of their skills or training. It is the essential "ingredient" for becoming a really good nursing assistant in the nursing home.

COMMUNICATION

Communicating with your residents and allowing them to communicate with you is the key to being a successful helping person. Communication is all the ways by which we try to influence other people. It is the interaction between people. It's sharing ourselves with others-our feelings, ideas, and beliefs. It is attempting to "put ourselves in other people's shoes" and "see through their eyes".

FIVE ELEMENTS OF COMMUNICATION

In order for communication to occur, five elements must be present. If one of these elements is missing, communication cannot occur. These elements are:

1. A sender. This is a source of information, which may be a living person or an object such as a tape recorder, television, radio, or record player.
2. A message. This is the information which is to be sent.
3. A channel of transmission. If the message is spoken, it travels via sound waves to the listener. If the message is written, it requires light and warning materials.
4. A receiver. Someone or something "hear" the message.
5. A response. If the receiver is a person, he or she tries to understand and respond to the message. If the receiver is a machine, its response may be the click of a button which turns

on a tape recorder or makes some of electronic recording of the message.

When a nursing assistant (sender) says to a resident, "Your son will be coming to visit this evening" (message via sound waves) and the resident (receiver) answers "Great. I've go some things we need to talk about" (response), communication has occurred.

VERBAL AND NONVERBAL COMMUNICATION

There are two kinds of communication-verbal and nonverbal. Verbal communication depends on language to transmit the message and it is usually a voluntary act. such as speaking and writing. Variations of speaking, such as speed and choice of words may cause the verbal message to be received or not received. Nonverbal communication does not depend on words. It expressed feelings or emotions in other ways, such as:

1. Facial expressions (a smile, a frown, a twist of the mouth, raised eyebrows).
2. Gestures and body movements (a shrug of the shoulder, hand movements).
3. Posture of the body (hunching over, standing straight).
4. Tone of voice (sarcastic, friendly, angry).
5. Smells (the odor of excrement, the fragrance of cologne).
6. Space (the distance between two people as they talk, how close a nursing assistant gets to the resident).
7. Silence (approving, sympathetic, angry).
8. Touch (gentle, rough).

People send nonverbal messages all the time. Often they are unaware that they are doing so.

When verbal and nonverbal messages are contraindicated people tend to believe the non verbal message. When a resident says she/he is fine with a frown on his/her face, you probably suspect something is wrong.

COMMUNICATING EFFECTIVELY

You can communicate more effectively with your residents by:

1. Introducing yourself when beginning to get to know them.
2. Showing an interest in talking with them, but not prying.
3. Allowing time for talking and using every opportunity to talk with residents. The best time for this may be while you are doing something for and with the resident. It is time when, no matter what you are doing, your goal should be to have the resident talk if she/he wants to.
4. Pacing yourself to the speed at which your resident talks. If your resident speaks slowly, speak a little slower than she/he does. This will allow time to think about what you've said and to answer you. Reword sentences that seem difficult, using the person's own words. Ask only one question at a time and get an answer before asking another.
5 Being aware of nonverbals. Communication is not usually complete unless facial expression, voice, tone, etc., is included.
6. Trying to get at the person's eye level and staying within his or her sight. This makes it easier for him or her to see your expression and your lips. Residents with hearing losses may

try to read lips if they can see them. If you stand too far away or too much to the side they may not be able to see you. At night, hold the flashlight so that your face is visible to the resident.

7. Listening effectively. Pay close attention to what the resident is saying.
8. Exploring the reasons why communication is not occurring, it this is so. There have been residents who have come into nursing homes appearing withdrawn and confused. These people did not speak and were thought to be aphasic (language disorder due to stroke). Later it was found that they could speak and understand if others would speak their language. They spoke foreign languages.
9. Encouraging reminiscence. It is very important that your older residents are encouraged to talk about or "review" their past. Previously it was thought that people who frequently reviewed their lives were getting "senile" or "out of it". This is no longer believed to be true. It is now known that reminiscence or life review is a way of preparing oneself for death. By talking about the past, the person tries to resolve problems and come to the conclusion that his or her life was a satisfying one. The best thing you can do is listen thoughtfully to the residents' story. Listening to the story over and over may be difficult but to the resident it may be the "best medicine."

Remember: When you communicate you are not only conveying words, but also your attitudes and feeling about yourself and others.

BLOCKS THAT PREVENT COMMUNICATION

You can miss your residents' message by putting up block that can prevent expression. Some of these block include:

1. Not listening. Listening is an active attempt to hear what the message is and its meaning. It is a voluntary act and requires concentration and close attention to what is being said. To listen well you must look directly at the person and be alert.
2. Changing the subject. When you respond to a person's statement by changing to subject, you take the lead in the conversation and block the individual's attempts to discuss what he or she wishes.
3. Giving your own opinion about the person and the situation without being asked. Your opinion may be a "turn off." The resident may just want to talk about his/her opinion.
4. Belittling a person's feelings. This suggests that the resident's problems are not important. It implies that you are not interested in the person as an individual.
5. Seeming to be too busy. You may be implying that you have too little time to bother with the person.
6. Jumping to conclusions before you know the entire story.
7. Giving false or inappropriate reassurances. When you respond to a resident by saying, "Everything is going to be all right," or "You're not going to die," without any knowledge that what you said is not true, you stop that person from talking further and from expressing feelings.

8. Causing fear of an unpleasant response. If the person who calls for assistance is greeted with a sarcastic "Now what do you want?", he/she will be less likely to make his or her needs known.
9. Language difficulties. If the person doesn't understand the language, slang, or words used, communication will not take place.
10. Preconceived ideas or beliefs. "Already knowing" or believing " what you think is true" will cause the complete message to not be heard. It "colors" the message being communicated.
11. Preoccupation with own thoughts or feelings.

IMPAIRMENTS THAT BLOCK COMMUNICATION

There are some impairments that will make it difficult for some residents to respond to your messages. Three of these will be discussed below.

1. Hearing impairment-The vibrations of sound are received by the ear and interpreted by the brain. If a resident is unable to receive all the vibrations he/she cannot intercept messages correctly. Incorrect messages cause ineffective communication. The nursing assistant can help communication with a hard-of-hearing resident by:

a. Directly facing the person
b. Speaking slowly and distinctly
c. Increasing voice volume moderately
d. Properly placing hearing aid and assuring working order

2. Sight impairment-There are many reasons for visual changes and sight impairment from diminished vision to blindness in the elderly resident. The nursing assistant can help the communication with a sight impaired resident as follows:

a. Face the person directly
b. Do not cover your mouth when speaking with the person
c. Touch the person when speaking-a hand-shake will help him/her place where you are. Be sure to speak first before touching a blind person
d. Speak clearly, slowly and distinctly
e. When doing something for the blind resident, give simple but detailed instructions as to what you will do. Remember there are no nonverbal or visual clues to help the person understand the message.
f. Make sure eyeglasses are clean, places correctly and not cracked or broken.

3. Aphasia-Aphasia is a language disorder due to a stroke or other cause. This disorder may interfere with the resident's ability to understand and/or use language in speaking, writing, or reading. The problem will vary with each individual resident. Some may be able to comprehend only spoken language. Some may not be able to understand at all. Many have trouble finding the right words. If a resident has any form of aphasia, there will be a problem with communication. The nursing assistant can help with communication by:

a. Finding out what the problem is
b. Establish the best possible means of communication (pencil and paper, flash cards, gestures)

c. Give the person lots of time to respond
d. Do not pressure the person for an answer but encourage his/her efforts

Helping the Resident Cope

THE RESIDENT WHO DOES NOT ACCEPT HIS/HER CONDITION OR SITUATION

Sometimes a resident has difficulty in accepting a new situation such as being a new resident in the nursing home. Sometimes the resident has difficulty with accepting an illness such as a stroke or arthritis. It will take weeks and sometimes months for a new resident to adjust to his or her situation. The nursing assistant can help the resident by:

1. Spending time with the resident. Sometimes just being silent is helpful.
2. Maintaining the environment as pleasantly and positively as possible.
3. Encouraging the resident to talk about the situation.
4. Encouraging an individual activity.
5. Encouraging attendance at planned group activities.

THE RESIDENT WHO IS ANGRY OR UPSET

Residents sometimes feel angry about things they cannot control any more, at being embarrassed or unable to do things as much for themselves any more. Anger may be expressed by shouting, hitting, or holding in one's feelings. The nursing assistant can sometimes change the cause of the anger or "smooth things out". Actions the nursing assistant can take include:

1. Limiting frustrating situations.
2. Encouraging the resident to express angry feelings by listening carefully and trying to understand what the person is saying.
3. Not responding back in anger as usually the resident is not angry or upset at you personally.
4. Helping plan tasks and activities that allow the resident to express angry feelings in socially acceptable ways.

THE RESIDENT WHO IS DEPRESSED

Depression is thought to be a person's reaction to a loss, whether it is a real or imaginary loss. It is the most prevalent emotional illness of the elderly and can lead to suicide if not cured or helped.

The nursing assistant needs to be aware of the signs and symptoms of depression which include inability to sleep, drowsiness, appetite loss or gain, loss of interest, a general slowing down or continuous moving so these behaviors can be reported to the supervision/charge nurse. In addition to reporting behaviors of depression, the nursing assistant can help the resident by:

1. Listening and helping the resident to take a realistic look at him or herself.
2. Encouraging the resident to take an interest in his or her personal appearance. "You look neat with your hair combed."
3. Encouraging the resident to talk with others; introduce him or her to another resident who could be a friend.
4. Encouraging family relationships through letters, phone calls and talking about them.

Remotivation

Remotivation is a useful group technique to divert depressed or withdrawn people from concern with their own problems to an involvement in the things going on around them. Important things you should know about remotivation are:

1. Which resident to include.
2. Room arrangement and location.
3. Timing of meeting.
4. Content of remotivation sessions.
5. Attitude of group leader.

There are five steps used in conducting remotivation sessions. These steps are simple to use and can be interchanged with each other, but all five steps must be included within the remotivation session in order for success to be obtained. These steps are:

1. Climate of acceptance.
2. Bridge to reality.
3. Sharing the world we live in.
4. Appreciation of hte work of the world, and
5. Climate of appreciation.

THE RESIDENT WHO EXPERIENCES LOSS AND IS GRIEVING

Many residents feel grief over the loss or impending loss of a loved one, loved object or loss due to one's own body changes and/or illnesses. The person may become irritable, confused or depressed. They may also be thinking about their own death. Encourage your grieving residents to talk about and show their feelings. It may be difficult for you to talk with the grieving resident, but if you understand the stages of grief, you may better understand the resident's behavior. The five stages of the grieving process are as follows:

1. Denial-The person will deny (to self and others) that the loss, impending loss or death has occurred or will occur.
2. Anger-The person is saying "Why did this happen to me?" They may be angry at others and wonder why it didn't happen to them.
3. Bargaining-At this stage, the person tries to make a deal, i.e., "If you don't let my husband die, I'll never yell at him again."
4. Depression-The person at this stage realizes that the loss, death or impending death can no longer be avoided and the individual has no control over the outcome. Depression results.
5. Acceptance-At this point, the person comes to realize that the loss through death is inevitable and can accept it. If the situation is his or her own death, the person is then emotionally free to finish the things she or he wants to do before dying.

THE RESIDENT WHO SEEMS CONFUSED

Confusion is a word used to describe behavior and speech that seems disorganized or being "out of it". When a resident seems confused, listen to what she or he is saying. Try to make sense of it. Don't laugh. Describe exactly what the resident said or did that made you think she or he was confused. Some elderly residents confuse words. Some forget the day or date. Some see people or objects that do not exist (hallucination). If your resident is having an hallucination, clearly tell him or her that what they may seem real to him or her is not real to you. When Mrs. Hansen thinks the sees flowers growing under her bed, do not say "I don't see them." Don't let the resident feel she or he is lying or acting silly, but that what he or she sees is different than what you see. If you "play along" with the hallucination, the resident will realize when not hallucinating what you were doing. He or she then may lose trust in you.

In addition to reporting specific behaviors that cause you to think the resident is confused, the nursing assistant can help the resident by:

1. Using simple statements when speaking and repeating as necessary.
2. Using touch as a way to communicate warmth and friendliness.
3. Providing a safe, calm environment.
4. Utilizing constant reality orientation.

Reality Orientation

Reality orientation (R.O.) is a technique which can be used to bring confused or disoriented residents back to an understanding of themselves and their surroundings. It may be one of the most important tasks which you, as a nurse assistant, perform.

Constant repetition of information forms the basis for around-the-clock reality orientation. You should identify yourself, the resident, time and activity with each contact. For example:

"Good morning, Mrs. Williams. I am Miss Johnson, your nursing assistant. It is 8:00 in the morning and I'll help you walk down to breakfast."

Try to keep your residents in contact with what is real as much as possible. Large numbered calendars in rooms and large faced clocks will remind residents of the date and time. Remind them when meals will be served before each meal. Remind the resident to look at the "reality orientation" bulletin board, if there is one in your facility.

Assisting with regularly scheduled reality orientation classes can be a helpful function of the nursing assistant

RESOURCES FOR TEACHERS

Books

American Nurses' Association. (1977). Standards of Rehabilitation Nursing. Kansas City, Missouri: ANA.

Bolton, B. and Jaques, M. E. (1979). The Rehabilitation Client. Baltimore: University Park Press.

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Geriatric Nursing
Journal of Neurosurgical Nursing
Nursing Management
Nursing 87
Rehabilitation Nursing (formerly ARN Journal)
Seminars in Neurology

EQUIPMENT LIST FOR THE GEORGIA PCA CURRICULUM

AUDIO-VISUAL HARDWARE
television
VCR

EQUIPMENT LIST
chalkboard
chalk
copier
paper
patient unit
    bed
    bedside table
    overbed table
    trash can
    chair

  - linens
  - wash basin
  - soap dish
  - bedpan, orthopedic and regular
  - urinal
  - bedside commode
- linens
  - fitted sheet
  - flat sheet
  - pillow case
  - pillow(s)
  - blanket
  - spread
  - towel
  - washcloth
- Fire extinguisher, all types used in the specific facility
- chart forms, all used by the PCA in the specific facility
- tub
- shower
- whirlpool bath
- electric razor
- safety razor
- scissors
- thumb forceps
- walker
- cane
- wheelchair
- geri chair
- stretcher
- mechanical lift
- body restraint
- wrist, ankle restraint
- serving tray
- plate
- fork, spoon, knife
- oral thermometers
- rectal thermometers
- sphygmomanometer
- stethoscopes
- scale

SUPPLIES

- urine cups
- specimen cups
- tongue blades
- cotton balls
- chart forms
- paper towels
- soap
- Fleet's enema
- SS enema kits
- catheter care kits
- catheter bags
- cathetarization kits

urine test sticks
blue pads
incontinent pads
adult diapers
geri pants
toothpaste
mouthwash
shaving cream
razors
after shave
electric razor prep
alcohol
denture cream
denture cleaner
shampoo
powder
lotion
manicure/pedicure supplies
unsterile gloves
trash bags
Foley catheters
colostomy bag

AUDIO-VISUALS

I. Consults
101 Caboose Court
Lawrenceville, Ga. 30245
(404) 995-1405
contact person: Sandy Bolin
price: $39.95 each
Video: "Resident's Rights: A Summary for Families"

II. American Health Care Association (AHCA)
1200 15'th Street
Washington, D.C. 20005
contact person: Sheila McFarland
price: $40 each video (order through association)

CAV001	Tranferring Patients
CAV002	Their Own Special Place
CAV004	Stop That Fire Before It Starts
CAV006	If and When It's Necessary *
CAV008	Let's Hear It For Hair
CAV009	More Than Just a Shave *
CAV010	Caring for Nails
CAV011	Collecting Specimens
CAV012	How to Give an Enema
CAV013	Your Role on the Health Care Team
CAV032	Death and Dying
CAV033	Vital Signs
CAV036	Bathing Residents
CAV038	Training for Regaining Control
CAV051	Skin Care

CAV071 Coping with Visual Losses
CAV073 Understanding Hearing Losses-What?
* not on video at this time

III. BOOKS

How to be a Nurse Aide
AHCA
price: $8.95 each

Vocational Preparation Curriculum: Health Services
Instructional Materials Laboratory
University of Missouri at Columbia
Columbia, Missouri
price: $18.95 each

COMPETENCY PROFILE FOR PATIENT CARE ASSISTING

1.00 Identifies the role of the patient care assistant.
___ 1.01 describes the role of the patient care assistant
___ 1.02 lists common aspects of aging and describes how the patient care assistant effectively deals with each

2.00 Describes the Psycho-Social needs of the geriatric patient
___ 2.01 describes the Psycho-Social needs of the geriatric patient

3.00 Describes work ethics
___ 3.01 discusses legal and ethical issues of working in the nursing home
___ 3.02 develops a personal code of ethics
___ 3.03 practices a personal code of ethics

4.00 Describes legalities involved in working with patients
___ 4.01 lists and give examples of patient rights
___ 4.02 documents according to facility policy and the law

5.00 Practices effective communication skills
___ 5.01 practices effective communication skills with patients
___ 5.02 practices effective communication skills with visitors
___ 5.03 practices effective communication skills with families
___ 5.04 practices effective communication skills with members of the health care team

6.00 Practices techniques for infection control
___ 6.01 lists kinds of infection
___ 6.02 performs aseptic handwash
___ 6.03 handles linen using aseptic technique
___ 6.04 handles equipment using aseptic technique
___ 6.05 handles food using aseptic technique
___ 6.06 handles human waste using aseptic technique

7.00 Practices safety on the job
___ 7.01 uses correct body mechanics
___ 7.02 describes and/or participates in fire drills
___ 7.03 describes and/or participates in disaster drills
___ 7.04 performs the Heimlich Maneuver

8.00 Assists the patient with personal hygiene
___ 8.01 gives a bed bath
___ 8.02 assists the patient with a tub bath
___ 8.03 assists the patient with a shower bath
___ 8.04 assists the patient with a whirlpool bath
___ 8.05 assists the conscious patient with oral hygiene
___ 8.06 assists the patient with dentures with oral hygiene
___ 8.07 performs oral hygiene for the unconscious patient
___ 8.08 assists the patient to comb/brush hair

___ 8.09 assists the patient with a bed shampoo
___ 8.10 assists the patient with a shampoo in the shower
___ 8.11 assists the patient to shave with an electric razor
___ 8.12 assists the patient to shave with a safety razor
___ 8.13 trims eyebrows, nostril hair and/or ear hair
___ 8.14 removes chin and/or upper lip hair for the female patient

___ 8.15 gives a manicure
___ 8.16 gives a pedicure
___ 8.17 dresses adult patient

9.00 Cares for the patient unit
___ 9.01 cares for the patient's belongings
___ 9.02 adjusts the patient's bed appropriately
___ 9.03 makes an unoccupied bed
___ 9.04 makes an occupied bed
10.00 Positions the patient
___ 10.01 positions a dependent patient in the lateral position
___ 10.02 positions a dependent patient in the supine position

11.00 Provides mobility for the patient
___ 11.01 assists the patient to sit on the side of the bed
___ 11.02 assists the patient to sit in a chair
___ 11.03 assists the patient to ambulate
___ 11.04 assists the patient to ambulate with a cane
___ 11.05 assists the patient to ambulate with a walker
___ 11.06 transfers the patient with a mechanical lift
___ 11.07 transfers the patient using a stretcher

12.00 Uses restraints
___ 12.01 discusses the legalities of using restraints
___ 12.02 provides care for the patient in restraints

13.00 Provides nourishment
___ 13.01 lists and recognizes types of diets
___ 13.02 serves a food tray to a patient in the bed
___ 13.03 serves a food tray to a patient in the dining room
___ 13.04 feeds a dependent patient

14.00 Assists the patient with elimination
___ 14.01 assists the patient to the bathroom
___ 14.02 assists the patient with the bedpan
___ 14.03 assists the patient with the urinal
___ 14.04 collects a stool specimen
___ 14.05 gives a SS enema
___ 14.06 gives a Fleet's enema
___ 14.07 collects a routine urine specimen
___ 14.08 collects a clean catch urine specimen
___ 14.08 starts a 24 hour urine specimen
___ 14.09 tests urine for glucose and acetone
___ 14.10 gives catheter care
___ 14.11 cares for the incontinent patient
___ 14.12 measures/records I&O (intake and output)

15.00 Measures vital signs
___ 15.01 takes an oral temperature
___ 15.02 takes a rectal temperature
___ 15.03 takes an axillary temperature
___ 15.04 measures pulse rate
___ 15.05 measures respiratory rate
___ 15.06 measures blood pressure
___ 15.07 measures the height of a patient
___ 15.08 measures the weight of a patient

16.00 Cares for the dying Patient
___ 16.01 discusses ways to cope emotionally when a patient dies

___ 16.02 cares for the dying patient
___ 16.03 performs post mortem care

Task Listing for Certified Patient Care Assistant

I. Role of the Patient Care Assistant
  - A) lists the duties of a PCA/values job
  - B) defines "certified"
  - C) lists characteristics of the aging process
  - D) describes appropriate responses to patient situations
    - i. physically abusive patients
    - ii. discrimination by patients
    - iii. sexual harassment by patients
    - iv. death of a patient

II. Psycho-Social Needs
  - A) assists a patient to cope with community living
  - B) assists a patient to cope with death of spouse/ peer
  - C) assists patient to cope with feelings of uselessness/loneliness
  - D) assists patient cope with feelings of hopelessness
  - E) assists patient to cope with sexual needs
  - F) assists patient to cope with the need for privacy and respect
  - G) responds to the patient's need for attention with active listening
  - H) responds to the patient's need for stability with reality orientation
  - I) demonstrate empathy for the patient
  - J) greets new patients and introduces self
  - K) readies patient unit for admission of new patient
  - L) marks clothing and /or belongings of patients as needed
  - M) checks patient unit for belongings at time of discharge

III. Work Ethics
  - A) maintains patient confidentiality
  - B) plans/organizes work
  - C) follows directions and asks questions
  - D) comes to work neatly groomed and appropriately dressed
  - E) provides quality care to patients
  - G) reports to work on time
  - H) reports to work without excessive absences
  - I) exhibits pride in his/her work; values job as PCA
  - J) demonstrates appropriate interpersonal relationships
  - H) abides by the facilities policies and procedures
  - I) leaves personal life at home

IV. Legalities
  - A) lists patient rights
    - i. addresses patient by appropriate title
    - ii. provides for privacy of the patient
    - iii. maintains patient confidentiality

B) understands/demonstrates legal responsibility of PCA to patient
C) understands/demonstrates legal responsibility of health care facility to patient
D) documents patient care according to facility procedure
E) reports patient abuse to appropriate person
F) fills out incident reports according to facility procedure

V. Communications
A) assists patients in placing/receiving telephone calls
B) communicates with the depressed patient
C) communicates with the patient with speech difficulty
D) communicates with the patient with memory loss
E) communicates with the visually impaired patient
F) communicates with the hearing impaired patient
G) reports observations &/or records information on facility worksheets
H) answers patient's call light promptly
I) positions the patient's call light within easy reach
J) assists new patient in moving into a room
K) converses with patients appropriately
L) ends conversations with patients and/or family gracefully
M) communicates with patient's family appropriately
N) notifies appropriate personnel of changes in patients promptly

VI. Infection Control
A) washes hands using aseptic technique
B) handles linens appropriately
C) handles equipment using infection control precautions

    i. geriatric chairs
    ii. wheelchairs
    iii. bedpans, urinals, bedside commodes
    iv. personal items of patient
    v. catheter bags
    vi. colostomy bags and drainage
D) handles food using infection control precautions
E) lists groups of pathogenic microorganisms
F) demonstrates knowledge of how infection is transmitted
    i. protection of self
    ii. protection of patient
    iii. general health of PCA
G) recognizes signs of common disease

VII. Safety Issues
A) uses correct body mechanics
B) participates in fire drills
C) locates fire extinguishers in facility
D) participates in disaster drills
E) demonstrates evacuation procedures

- F) identifies safety hazards
    - i. spills
    - ii. electrical
    - iii. equipment
- G) performs Heimlich Maneuver correctly
- H) recognizes his/her limitations and asks for help

VIII. Patient Hygiene

- A) assists patient with oral hygiene
- B) assists patient with dentures with oral hygiene
- C) assists unconscious patient with oral hygiene
- D) gives a bed bath
- E) assists patient with shower bath
- F) assists patient with tub/whirlpool bath
- G) provides skin care
    - i. observes for s/s or irritation,pressure, or injury
    - ii. uses lotion and deodorant
- H) assists with shampoo
- I) gives back rub
- J) assists with perineal care
- K) combs/brushes patient's hair
- L) assists female patient with application of makeup
- M) provides hand care
- N) shaves male patient with a safety razor
- O) shaves a male patient with an electric razor
- P) provides foot care when appropriate
- Q) dresses an adult patient
    - i. changes patient as often as necessary
- R) assists female patient with hair removal
- S) provides ear care
- T) provides nose and mouth care for patient with an N-G tube
- U) washes patient's hands and face at appropriate times
    - i. before and after meals
    - ii. after elimination

IX. Patient Unit

- A) Maintains patient's unit
    - i. neatness
    - ii. plants
    - iii. personal belongings/clothing
- B) provides ice/fresh drinking water
    - i. keeps container clean
    - ii. positions container for easy patient access
    - iii. encourages patient to take fluids
- C) adjusts bed into different positions
- D) makes an unoccupied bed
- E) makes an occupied bed
- F) uses siderails and trapeze when patient is in bed

X. Rehabilitative Issues

- A) positions a dependent patient
    - i. turns, repositions patient every 2 hours
    - ii. provides skin care when positioning patient

- B) uses special equipment to position dependent patients
  - i. sheepskin
  - ii. special mattresses: eggcrate,water,gel,air,etc.
- C) shows awareness of rehabilitative plan
- D) provides exercise for patient
  - i. encourages patient to button,zip
  - ii. encourages patient to do as much of bath as possible
- E) maintains range of motion

XI. Provides Mobility

- A) assists patient to dangle
- B) assists patient to ambulate
- C) assists patient to ambulate with assistive devices
  - i. cane
  - ii. walker
  - iii. gait belt
  - iv. TED hose
  - v. prosthesis
- D) assists patient with wheelchair/geriatric chair
  - i. demonstrates operation of the chair
  - ii. chooses chair to suit patient
  - iii. cleans chair as needed & reports unsafe chairs
- E) transfer patient using a mechanical lift, using one or two assistants as appropriate
- F) transfer patient using a stretcher

XII. Use of Mechanical Restraints

- A) demonstrates knowledge of the legalities of using restraints
- B) uses restraints appropriately
  - i. vest
  - ii. pelvic restraint
  - iii. wrist/ankle restraint
  - iv. sheet
  - v. belt
  - vi. mitts
  - vii. gloves
  - viii. geriatric chair
- C) provides care for a patient in restraints
  - i. positioning
  - ii. safety
  - iii. monitoring, release, and exercise as ordered
  - iv. charts on appropriate form regarding restraints

XIII. Nourishment

- A) provides pre meal care to patients
- B) serves tray to correct patient
- C) recognizes types of diets
- D) serves a food tray to a patient in bed

E) serves food tray to patient in dining room
F) positions patient and tray so that eating is possible
G) assists a dependent patient to eat
H) assists a blind patient to eat
I) observes amount eaten by patient and reports
J) reports diet violations of patients
K) collects food tray from a patient
L) provides post meal care
M) encourages, serves between meal nourishment,fluids
N) offers fluids to the patient with an N-G tube
O) uses special utensils as prescribed
P) recognizes the social implications of meal time for the patient

XIV. Elimination

A) assists patient to bathroom
B) assists patient to bed side commode
C) assists patient with bedpan
D) assists patient with urinal
E) assists patient with cleaning after elimination
F) collects a stool specimen
G) administers an enema
H) removes a fecal impaction
I) collects a routine urine spec
J) collects a clean catch urine spec
K) collects a 24 hr urine spec
L) tests urine for glucose
M) tests urine for acetone
N) provides catheter care
O) empties catheter bag and position correctly
P) measures intake
Q) measures output
R) assists with bowel/bladder training of patients
S) cares for the incontinent patient
  i. skin care
  ii. changes as often as necessary
T) recognizes,uses special equipment for incontinent patient
  i. underpads
  ii. diapers
  iii. briefs
U) washes hands of patient and self after elimination

XV. Vital Signs

A) measures oral T
B) measures rectal T
C) measures axillary T
D) counts P rate
E) counts R rate
F) measures BP
G) measures patient's height while standing
H) measures patient's height while in bed
I) measures patient's weight using chair scales
J) measures patient's weight while standing

K) measures patient's weight while in bed

XI. Death and Dying
    A) Performs post mortem care
    B) cares for dying patient
    C) recognizes the cultural and ethnic aspects of death

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INFORMATION SHEET:THE HEALTH CARE TEAM

```
DOCTOR (dr.)
  |
DIRECTOR OF NURSES (RN)----------------DIETITIAN
  |                                    PHYSICAL THERAPIST
CHARGE NURSE (LPN)                     SOCIAL WORKER
  |                                    HOUSEKEEPING
PATIENT CARE ASSISTANT (PCA)           LAUNDRY
                                       MAINTENANCE
```

The people who work in nursing homes and are responsible for the health and care of patients are said to be a health care team. Every member of the team is important because each member has different duties that are important to the total care of the patient.

The Patient Care Assistant is the person in the nursing home who does most of the taking care of the patients. Patient Care Assistant is abbreviated like this: PCA.

The PCA has classes at the nursing home as a part of the work day. This is so that the teacher can show you how to take good care of your patients. The PCA will be "certified" when he/she has finished with the training and has shown the teacher that they can do all the duties that a PCA may be asked to do in the nursing home. "Certified" means that the Georgia Health Care Association and the State of Georgia has tested you and you are able to give good quality care to patients in the nursing homes of Georgia. Certification is something to be proud of because it says that you are good at what you do. This makes you feel good about yourself and your job. It also makes the people who live in nursing homes and their families feel very good about the way that the patients are treated in nursing homes in Georgia.

If you find that you like being a PCA and think that you may wish do this for a career, then you may choose to be a PCA for the rest of your life. Or, you may decide that you would like to become an Licenced Practical Nurse (LPN) or a Registered Nurse (RN). Being a PCA will help you climb the career ladder by giving you the experience you need to be good at what you do. A career ladder is a series of jobs that are alike. You start at the bottom of the ladder at the job that takes the least amount of education and climb the ladder to jobs that take more education. Or, you might choose a career somewhere on the ladder and start your career training there. Right now in Georgia, the career ladder for doing nursing care in the nursing home looks like this:

RN
|
LPN
|
PCA

The PCA does many duties in the nursing home. Some examples are to help the patient to keep clean by giving baths, cleaning and filing nails, washing and combing the hair and helping them with oral hygiene. Another duty is to help the patient move by helping them out of bed, helping them to walk, and many other things. Your teacher will tell you more things that you will be asked to do as a PCA.

WORKSHEET FOR UNIT 1, LESSON 1

STUDENT'S NAME ________________________ DATE ___________

DIRECTIONS: After hearing the teacher lecture and reading the information sheet,"The Health Care Team", fill in the blanks in the questions below.

1. The people who work in nursing homes and are responsible for the health and care of patients are said to be a __________.

2. The Health Care Team of the Nursing Home

DOCTOR

|

____

|

CHARGE NURSE

|

______

3. The member of the health care team that does most of the basic care of the patients is called the __________.

4. When the Georgia Health Care Association and the State of Georgia test you and say that you are good at your job, we say that you are __________.

5. A series of jobs that are alike but require different amounts of education are said to be a __________.

6. Five duties of a PCA are __________, __________, __________, __________, and __________.

REVIEW SHEET FOR UNIT 3, LESSON 1
LEGAL AND ETHICAL ISSUES

STUDENT'S NAME ______________________________ DATE __________

DIRECTIONS: Match the definitions in column A to the correct word in Column B. Write the letter of your answer in the blank to the left of the number of the definition.

COLUMN A

_____ 1. having to do with moral standards and being able to tell right from wrong

_____ 2. right within the law

_____ 3. a guideline that governs an activity that employees are expected to follow

_____ 4. a set of written directions for doing a task that is accepted as correct by the employer

_____ 5. keeping information about patients and/or the facility private

COLUMN B

A. confidential

B. ethics

C. legal

D. policy

E. procedure

CHECKLIST: PERSONAL CODE OF ETHICS

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Check the student's understanding of work ethics by using the criteria below. If you can answer "YES" to the question, give the student the perfect score for that question. To find out how well the student has internalized the criteria, add the points and compare them to the perfect score. The student must score 8/10 on this checklist in order to show mastery.

THE STUDENT:	perfect score	your score
1. Can plan, organize work.	1	_____
2. Follows directions/asks for clarification.	1	_____
3. comes to work neatly groomed/ appropriately dressed.	1	_____
4. provides quality care to patients.	1	_____
5. reports to work on time. (9/10 days)	1	_____
6. is seldom absent. (present 10/10 days)	1	_____
7. takes pride in his/her work.	1	_____
8. has appropriate interpersonal relationships with patients and staff.	1	_____
9. abides by policies and procedures.	1	_____
10. leaves personal life at home.	1	_____
TOTAL	10	_____

DAILY CLINICAL EVALUATION

STUDENT ____________________ DATE ____________________

PLEASE RATE YOURSELF ON A SCALE OF 0 (POOR) TO 2 (EXCELLENT)
Behavior occurred today = 2
Behavior failed to occur one time = 1
Behavior failed to occur more than one time = 0

1. Student in uniform required by facility.
2. Personal hygiene (neat, clean, appropriate make-up)
3. Hair (hair is away from face and off the shoulder)
4. Jewelry (watch has second hand, earrings are studs only, no rings)
5. Student is on time.
6. Job attitude (accepts assigned tasks pleasantly)
7. Dependability (works with minimum supervision)
8. Care of work area/equipment (leaves work area clean and in order for next person)
9. Quality of work (meets standard set by the objective)
10. Organization of work (organized,done by standards in time allotted)
11. Flexibility (accepts interruptions and changes that occur as part of the job)
12. Initiative (seeks new assignment when task is completed)
13. Work rules/regulations (accepts agency policies and procedures and abides by them)
14. Relationship to supervisor (accepts suggestions with positive attitude and without show of irritation)
15. Relationship to co-workers (see #14)

TASK	M	Tu	W	Th	F	Sat	Sun
1. uniform							
2. personal hygiene							
3. hair							
4. jewelry							
5. punctual							
6. attitude							
7. dependability							
8. care of work area/equipment							
9. quality of work							
10. organization of work							
11. flexibility							
12. initiative							
13. work rules/regulations							
14. relationship to supervisor							
15. relationship to co-workers							

INFORMATION SHEET: Preventing the Spread of Germs

A germ is a tiny plant or animal that may cause you to get sick. When a germ causes a person to become sick, we call this an infection. People get sick from three main kinds of germs; bacteria, viruses, and fungi. A germ that is normally found on the skin can cause you to become sick when it finds its way inside a person. It is very important for us to talk about ways to keep germs from spreading from one person to another.

"ASEPSIS" means that there are no germs that cause disease anywhere on or in something. "Medical Asepsis" is the way to prevent the spread of germs from one person, area, or object to another. The nursing home has germs unique to it. Through the use of the principles of medical asepsis, the PCA can reduce the spread of disease and illness. Germs that cause diseases and infections are passed or spread from one person to another in several ways:

1. Direct contact: touching the patient, rubbing the patient, bathing the patient, secretions from the patient, urine from the patient, and feces from the patient.
2. Indirect contact: touching objects, dishes, bed linen, clothing, utensils, and belongings.
3. Droplets spread from within three feet: sneezing, coughing, and talking.
4. Vehicle: contaminated food and water.
5. Airborne transmission: dust particles and moisture in the air.

The main purposes for medical asepsis in caring for patients are:

1. Protecting the patient against becoming infected a second time by the same microorganism. This is called reinfection.
2. Protecting the patient from becoming infected by a new or different microorganism from another patient or member of the nursing home staff. This is called cross infection.
3. Protecting all other patients and staff against becoming infected by microorganisms passing from patient to patient, staff to patient, or patient to staff.

The most important way to prevent spread of germs is handwashing. You may be asked to wear gloves in some nursing homes. You should wear gloves anytime you are handling any body secretion or fluid. Some nursing homes even ask you to wear goggles to protect your eyes.

REVIEW SHEET (6-1) : INFECTIONS

STUDENT'S NAME ____

DIRECTIONS: Write an answer for each of these questions.

1. Define in your own words the term "germ".

2. What is an infection?

3. List three of the most common groups of germs that cause infection.
   A.
   B.
   C.

4. How does a germ that would normally be found on the skin suddenly cause an infection?

5. What is the one MOST important thing a PCA can do to prevent the spread of infection? ____________________

6. List all the times a PCA should wash his/her hands.

7. List five ways germs are spread .
   A.
   B.
   C.
   D.
   E.

8. List two examples of each way germs are spread. (see # 7)

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REVIEW SHEET 6-2: HAND WASHING

STUDENT'S NAME ______________________________

DIRECTIONS: Write an answer for each of these questions.

1. What is the main reason for washing your hands?

2. Water temperature should be (hot, warm, cold) when you wash your hands. Why?

3. Name five times that you should always wash your hands.

A.
B.
C.
D.
E.

SCORECARD: ASEPTIC HAND WASH

STUDENT'S NAME ______________________ DATE _______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 12 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment? (sink, soap, towels, trash can)	1	_____
2. Stand away from sink, uniform not touching?	1	_____
3. Turn on and adjust water temperature?	1	_____
4. Apply soap?	1	_____
5. Rinse bar soap and drop into soap dish?	1	_____
6. Wash hands and wrists using friction and rotary movements?	1	_____
7. Wash hands approximately 2 minutes?	1	_____
8. Clean nails?	1	_____
9. Rinse hands, holding fingertips down so that water runs from wrists to fingers?	1	_____
10. Dry hands with towel or blow dryer?	1	_____
11. Turn off water with a dry towel?	1	_____
12. Apply lotion?	1	_____
TOTAL	12	_____

SCORECARD: HANDLES LINEN APPROPRIATELY

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 10 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. not shake bed linens?	1	_____
2. not bring extra linens to a resident unit?	1	_____
3. never allow the linen to touch your clothing?	1	_____
4. transport soiled linen in a covered hamper or container?	1	_____
5. never allow linen to touch the floor?	1	_____
6. store soiled linen according to facility procedure?	1	_____
7. return torn linen to a "repair box?"	1	_____
8. wore gloves while handling linen?	3	_____
TOTAL	10	_____

SCORECARD:HANDLES EQUIPMENT USING CORRECT ASEPTIC TECHNIQUE

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 9 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. clean equipment with disinfectant weekly?	1	_____
2. immediately clean equipment with a disinfectant when soiled with dirt, food, urine, feces, vomit?	4	_____
3. wear gloves while cleaning the equipment?	4	_____
TOTAL	9	_____

SCORECARD: HANDLING FOOD

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 12 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. clean and disinfect tables?	1	_____
2. remove all waste receptacles from view?	1	_____
3. wash patient's hands and face?	2	_____
4. change patient's clothing if necessary?	2	_____
5. wash your hands before touching food tray?	2	_____
6. avoid coughing, sneezing over food?	2	_____
7. wear gloves when removing food trays and/or cleaning tables?	2	_____
TOTAL	12	_____

SCORECARD: HANDLES BEDPANS, URINALS AND BEDSIDE COMMODES USING ASEPTIC TECHNIQUE

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 29 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. wear gloves?	5	_____
2. empty the container into commode immediately after elimination?	2	_____
3. rinse the container with cool water until clean?	2	_____
4. disinfect the container?	3	_____
5. dry container?	1	_____
6. store container in proper place?	1	_____
7. not place container on overbed table, bedside table, or floor?	3	_____
8. assist patient with hand washing immediately after elimination?	3	_____
9. wash your hands immediately after handling elimination equipment?	3	_____
10. remove your gloves using aseptic technique?	3	_____
11. wash your hands?	3	_____
TOTAL	29	_____

SCORECARD: HANDLES CATHETER AND CATHETER BAGS USING ASEPTIC TECHNIQUE

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 22 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. wash your hands before handling the catheter equipment?	3	______
2. put on gloves	3	______
3. secure the catheter tubing to the resident's inner thigh to prevent trauma?	1	______
4. attach catheter bag to wheelchair or bed rail?	1	______
5. make sure catheter bag is ALWAYS below the level of the bladder but not touching the floor?	1	______
6. clean the genital area and tubing once each shift?	3	______
7. empty catheter bag once each shift?	3	______
8. measure output?	1	______
9. remove gloves using aseptic technique?	3	______
10. wash your hands immediately after handling the catheter equipment?	3	______
TOTAL	22	______

SCORECARD: HANDLES COLOSTOMY BAGS, TISSUES AND INCONTINENT PADS USING ASEPTIC TECHNIQUE

STUDENT'S NAME ______________________ DATE ________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 17 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. put on gloves?	3	______
2. obtain a clean plastic bag in which to store item?	1	______
3. place item into bag without touching outside of plastic bag?	2	______
4. wash your hands?	2	______
5. close bag and secure with tie?	1	______
6. dispose of bag according to facility policy?	2	______
7. remove gloves using aseptic technique?	3	______
8. wash your hands?	2	______
TOTAL	17	______

UNIT 7-1: BODY MECHANICS REVIEW

STUDENT'S NAME ______________________________ DATE __________

DIRECTIONS: Put a check mark by the correct answer.

1. The term "body mechanics" refers to:
___ A. mechanics that work on car bodies.
___ B. certain ways of positioning one's body.
___ C. body exercises for patients.

2. Good body mechanics helps PCAs to:
___ A. avoid injury and fatigue.
___ B. drop fewer things.
___ C. hurt their backs more often.

3. If a patient is too heavy for you to move, you should:
___ A. move the patient anyway.
___ B. call for more help.
___ C. wait until the patient loses some weight.

SCORECARD: CRADLE DROP

STUDENT'S NAME ______________________ DATE _______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 10 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Put bed in low horizontal position?	1	____
2. Double a blanket lengthwise?	1	____
3. Place a blanket on the floor parallel to the bed and approximately halfway under the bed?	1	____
4. Approach the bed from the patient's right side and slip your left arm under the patient's neck, grasping his/her left shoulder in your left hand?	1	____
5. Slip your right arm under the patient's knees and grasp them with your right hand?	1	____
6. Place your right knee or thigh against the bed and opposite the patient's thigh?	1	____
7. Pull the patient from the bed with both hands while pushing against the bed with your right knee or thigh?	1	____
8. Drop onto your left knee as soon as the patient starts to leave the bed?	1	____
9. Let the patient slide gently to the blanket?	1	____
10. Pull the patient to safety by pulling on the corners of the blanket at the patient's head?	1	____
TOTAL	10	____

NOTE: Reverse steps 4-8 if approaching from the left.

SCORECARD: DOUBLE CRADLE DROP

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 14 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Place the bed in low horizontal position?	1	____
2. Double a blanket lengthwise?	1	____
3. Place the blanket on the floor parallel to the bed and approximately halfway under the bed?	1	____
4. Two PCAs approach the bed at the patient's right side and stand facing the bed?	1	____
5. The PCA closest to the patient's head (PCA-1) slips his\her left arm under the patient's neck and grasps the pt's left shoulder in his\her left hand?	1	____
6. PCA-1 places his\her right hand behind the pt's right biceps?	1	____
7. PCA-1's left knee (thigh) is placed against the bed?	1	____
8. PCA-2 grips both of the patient's legs, placing his\her left hand above the knees and the right hand below the knees?	1	____
9. PCA-2 places his\her right knee(thigh) against the bed?	1	____
10. The PCA's pull the patient toward the side of the bed nearest them?	1	____
11. At the same time, the PCA's push with their knees against the bed?	1	____
12. As patient clears the bed, both PCAs drop their left knee to floor?	1	____
13. Both PCA straighten their backs leaning forward slightly and allow patient to slide down their bodies to the blanket?	1	____
14. Pull patient from room by pulling on the corners of the blanket at the patient's head?	1	____
total	14	____

SCORECARD: EXTREMITY CARRY

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 16 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. PCA-1: Approach from the patient's left and slip your right arm under the patient's neck and grasp the right shoulder in your right hand?	1	____
2. Slide your left palm behind the left biceps and grip the patient's upper left arm?	1	____
3. Bring the patient to a sitting position by taking one step with your left foot toward the foot of the bed and pushing with your right shoulder against the patient's left shoulder?	1	____
4. PCA-1: Stand facing patient's back?	1	____
5. PCA-2: Slide arms through the patient's armpits and grip own wrists above the patient's chest?	1	____
6. PCA-2: stand facing the patient's feet?	1	____
7. PCA-2: place your left hand under the patient's right heel and pull the right ankle clear of the bed?	1	____
8. PCA-2: slide between the patient's leg as far as the right knee?	1	____
9. PCA-2: make a half turn and grasp the patient's right knee under your own right arm?	1	____
10. PCA-2: complete the turn and transfer the left hand to the patient's left knee?	1	____
11. PCA-2: encircle the patient's left knee with your left arm? (the assistant now has a leg under each arm.)	1	____
12. PCA 1&2: carry resident to safety?	1	____
TO UNLOAD:		
13. PCA-2: stoop with right foot slightly behind and about 6" from the left?	1	____
14. PCA-2: lower patient's legs to floor?	1	____
15. PCA-1: let patient slide down your body to floor?	1	____
16. PCA-1: lower patient to his\her back?	1	____
TOTAL	16	____

SCORECARD: SWING CARRY

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 15 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. PCA-1: Approach from the patient's left and slip your right arm under the patient's neck and grasp the right shoulder in your right hand?	1	____
2. Slide your left palm behind the left biceps and grip the patient's upper left arm?	1	____
3. Bring the patient to a sitting position by taking one step with the left foot toward the foot of the bed and pushing with your right shoulder against the patient's left shoulder?	1	____
4. PCA-2: Once patient is sitting, grasp the patient's ankles and swing the feet off the bed?	1	____
5. PCA-1&2: Stand close to patient's side, facing in the same direction?	1	____
6. PCA-1&2: Take one of the patient's wrists and pull the arm around your neck and down across the chest?	1	____
7. PCA-1&2: Reach across the patient's back and place your hand on top of the PCA's shoulder?	1	____
8. PCA-1&2: Let go of the patient's wrists?	1	____
9. PCA-1&2: Reach under the patient's knees and grasp the wrist of the other patient?	1	____
10. PCA-1&2: Lift patient by pushing up with your shoulders?	1	____
11. PCA-1&2: Carry patient to safety?	1	____
12. PCA-1&2: Drop to knee closest to patient?	1	____
13. PCA-1&2: Lean against patient?	1	____
14. PCA-1&2: Place the patient's hips on floor?	1	____
15. PCA-1&2: Lower patient to his\her back?	1	____
total	15	____

NOTE: Reverse if approaching patient from right side.

SCORECARD: PACK STRAP CARRY

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 11 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Approach the patient from the right side of the bed?	1	____
2. Face the head of the bed?	1	____
3. Cross the patient's arms and grab both of his\her wrists with your wrists?	1	____
4. Pull the patient up as you turn toward the bed?	1	____
5. Step under the patient's arms?	1	____
6. Cross his\her arms in front of your chest?	1	____
7. Lean forward?	1	____
8. Step to the head of the bed? (patient will roll out of the bed onto your back)	1	____
9. Carry the patient to safety?	1	____
10. Lean patient against the wall?	1	____
11. Slide the patient to the floor as you drop to one knee?	1	____
total	11	____

SCORECARD: HIP CARRY

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 13 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Put bed into high horizontal position?	1	____
2. Approach patient from his\her right side?	1	____
3. Stand with your back to the patient?	1	____
4. Twist to your right ?	1	____
5. Pull patient's left arm over your head onto your left shoulder?	1	____
6. Slide your right arm under the patient's back from the left shoulder to right shoulder?	1	____
7. Lean backwards into the patient's abdomen?	1	____
8. Grip the patient from behind his knees with your left arm?	1	____
9. Hold the patient snugly against your back?	1	____
10. Lean forward to carry?	1	____
11. Carry the patient to safety?	1	____
12. Drop to one knee?	1	____
13. Slide the patient to floor as you drop to one knee?	1	____
TOTAL	13	____

SCORECARD: HEIMLICH MANEUVER-STANDING AND SITTING POSITION

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 8 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Verify that patient is choking?	1	____
2. Call or ring for help?	1	____
3. Stand behind victim with your arms encircling the victim's waist?	1	____
4. Place your fist over the point directly below the lower tip of the victim's breastbone?	1	____
5. Give one sharp blow to victim, thrusting in and upwards?	1	____
6. Assist victim to clear mouth,PRN?	1	____
7. Repeat 1-4, if victim is still choked?	1	____
8. Continue until help arrives or victim begins to breathe?	1	____
total	8	____

SCORECARD: HEIMLICH MANEUVER-HORIZONTAL RECUMBENT POSITION

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 10 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Verify that the patient is choking?	1	____
2. Call or ring for help?	1	____
3. Kneel beside the victim?	1	____
4. Position victim in horizontal recumbent position?	1	____
5. Turn victim's head to side?	1	____
6. Place your fist over the point directly below the lower tip of the victim's breastbone?	1	____
7. Give one sharp blow to victim, thrusting in and upwards?	1	____
8. Assist victim to clear mouth, PRN?	1	____
9. Repeat 4-7, if victim is still choked?	1	____
10. Continue until help arrives or victim begins to breathe?	1	____
total	10	____

INFORMATION SHEET: HEIMLICH MANEUVER

The Heimlich Maneuver was invented by a cardiologist named Heimlich when he noticed that a large number of people who were brought in with heart attacks had, in fact, choked.

He decided that people needed to be trained to be able to tell the difference between the two conditions and then trained to give emergency care based on that decision.

Dr. Heimlich gave the following s\s of the conditions:

--Heart Attack
1. victim will grab chest
2. victim is able to talk

--Choking
1. victim grabs throat
2. victim is unable to speak
3. victim turns red then blue very quickly

Once a decision has been made that the victim is choking, the rescuer has to initiate emergency care as soon as possible. A person can survive up to six minutes without oxygen before brain damage occurs. Unconsciousness may occur even before this, so work fast.

If the victim becomes unconscious, lie him on his back, turn his head to the side and proceed with the rescue. The positioning of the head allows the foreign material to fall from the mouth when it is dislodged.

It is very important for the rescuer to remain calm and in control since important decisions and actions are needed immediately.

SCORECARD: ASSIST A PATIENT WITH BED BATH

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 37 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Put on gloves?	1	_____
3. Gather equipment? (soap, wash cloth, clean cloth, towels, deodorant powder, clean clothes, comb or brush,)	1	_____
4. Provide privacy?	1	_____
5. Tell patient what you are going to do?	1	_____
6. Close windows and doors?	1	_____
7. Adjust bed to your waist level?	1	_____
8. Move patient to your side of bed?	1	_____
9. Cover patient with bath blanket and remove top linen?	1	_____
10. Draw water in basin (110-115 degrees F.)?	1	_____
11. Fill basin 1\3 - 1\2 full?	1	_____
12. Make bath mitt of wash cloth?	1	_____
13. Wash eyes without soap, from inner corner to outer eye?	1	_____
14. Wash remainder of face with or without soap, as patient desires?	1	_____
15. Protect bed with towels before washing each part?	1	_____
16. Drape, wash and dry neck and ears?	1	_____
17. Drape, wash and dry chest, breasts and underarms, elevating the breasts, PRN?	1	_____
18. Drape, wash and dry abdomen?	1	_____
19. Position, drape, wash and dry each arm?	1	_____
20. Cover upper body with bath blanket &,turn bottom of bath blanket up to pubic bone?	1	_____
21. Drape, wash and dry each leg ?	1	_____
22. Drape, wash and dry each foot?	1	_____
23. Change water?	1	_____
24. Raise side rail & turn patient on his/her	1	_____
side facing away from you?	1	_____
25. Drape, wash and dry back and buttocks?	1	_____
26. Change bath water PRN due to lowering temperature or soap scum?	1	_____
27. Perform back rub, if allowed ?	1	_____
28. Drape, wash and dry perineal area?		
a) Retract foreskin of uncircumcised male and cleanse well?	1	_____

b) Use cotton balls and perform peri care female patient?	1	
29. Allow patient to do as much as possible of bath?	1	
30. Observe skin for rashes, bed sores, etc. during bath?	1	
31. Dress the patient in clean, dry clothes?	1	
32. Change bed linens?	1	
33. Leave patient comfortable?	1	
34. Raise side rails?	1	
35. Put away equipment?	1	
36. Wash hands?	1	
37. Chart?	1	
total	37	

SCORECARD: GIVE A BACK RUB

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 26 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Check with the charge nurse to see if a back rub is allowed for this pt?	5	______
2. Wash your hands?	1	______
3. Put on gloves?	1	______
4. Gather equipment? (lotion, towel)	1	______
5. Provide privacy?	1	______
6. Tell patient what you are going to do?	1	______
7. Close windows and doors?	1	______
8. Adjust bed to your waist level?	1	______
9. Move patient to your side of bed?	1	______
10. Assist the patient into the prone position?	1	______
11. Warm the lotion by cupping it in your hands OR placing it in a basin of warm water?	1	______
12. Rub lotion gently into back?	1	______
13. Start at the base of the spine and rub up the spine in one long stroke?	1	______
14. Move down the back in short, circular strokes?	1	______
15. Observe the skin for any redness, irritation discoloration as you work?	1	______
16. Continue for 2-5 minutes until the patient relaxes?	1	______
17. Assist the patient into a comfortable position?	1	______
18. Put the side rail up?	1	______
19. Put away your equipment?	1	______
20. Wash your hands?	1	______
21. Report anything unusual to your supervisor?	1	______
Total	26	______

SCORECARD: ASSIST WITH TUB, SHOWER AND\OR WHIRLPOOL BATH

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 20 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Put on gloves?	1	_____
2. Wash your hands?	1	_____
3. Gather your equipment? (soap, wash cloth, clean cloth, towels, shampoo, deodorant powder, clean clothes, comb or brush, safety mat and safety chair)	1	_____
4. Provide privacy?	1	_____
5. Make sure bath area is clean?	2	_____
6. Prepare the patient?	1	_____
7. Regulate water temperature?	1	_____
8. Assist patient into bath?	1	_____
9. Assist with bath PRN?	1	_____
10. Assist patient out of the bath?	1	_____
11. Assist patient to dry him\herself PRN?	1	_____
12. Assist patient to apply lotion, powder and\or deodorant PRN?	1	_____
13. Assist patient to dress?	1	_____
14. Assist patient to his\her room?	1	_____
15. Allow patient to do as much of bath as possible?	1	_____
16. Observe skin for open sores, redness, blisters and\or rashes?	1	_____
17. Never leave patient alone in the bathroom?	3	_____
total	20	_____

SCORECARD: ORAL HYGIENE, CONSCIOUS PATIENT

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 20 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Put on clean gloves?	1	_____
3. Gather equipment and place on overbed table? (mouthwash, cup, straw, toothbrush, dental floss, toothpaste, emesis basin, tissues, towels and a water pitcher)	1	_____
4. Pull curtain?	1	_____
5. Raise head of bed?	1	_____
6. Lower side rail?	1	_____
7. Put overbed table across bed?	1	_____
8. Spread towel over patient's chest?	1	_____
9. Put toothpaste on wet toothbrush?	1	_____
10. Allow patient to brush teeth or you brush the teeth, after turning head to side?	1	_____
11. Pour glass of fresh water for patient to rinse his\her mouth; use straw PRN?	1	_____
12. Pour a cup of 1\2 water and 1\2 mouthwash and allow patient to rinse again; use straw PRN?	1	_____
13. Hand patient tissue PRN to wipe mouth ?	1	_____
14. Hand dental floss to patient or floss patient's teeth, PRN?	1	_____
15. Allow patient to rinse mouth?	1	_____
16. Allow patient to wipe mouth with tissue?	1	_____
17. Raise side rail?	1	_____
18. Put away equipment?	1	_____
19. Wash your hands?	1	_____
20. Report anything unusual to your supervisor?	1	_____
TOTAL	20	_____

SCORECARD: ORAL HYGIENE FOR PATIENT WITH DENTURES

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 26 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash hands?	1	______
2. Put on clean gloves?	1	______
3. Gather equipment and put on overbed table (mouthwash, emesis basin,denture cup, papertowel, toothbrush, toothpaste, cup, towel, tissues)	1	______
4. Pull curtain?	1	______
5. Fill denture cup almost full with 1\2 mouthwash and 1\2 water?	1	______
6. Spread towel over patient's chest?	1	______
7. Lay a paper towel in emesis basin?	1	______
8. Ask patient to remove dentures and place into emesis basin?	1	______
9. Place several paper towels in sink to protect dentures?	1	______
10. Turn on cold water?	1	______
11. Using a paper towel, take the dentures out of the emesis basin and wet them?	1	______
12. Apply denture cleaner or toothpaste to dentures?	1	______
13. Brush dentures until clean?	1	______
14. Rinse dentures?	1	______
15. Return dentures to denture cup?	1	______
16. Rinse emesis basin?	1	______
17. Bring denture cup and emesis basin to bedside?	1	______
18. Pour a cup of 1\2 mouthwash and 1\2 water?	1	______
19. Allow patient to rinse mouth with mouthwash solution?	1	______
20. Hold emesis basin under patient's chin for him\her to spit into?	1	______
21. Hand denture cup to the patient?	1	______
22. Assist him\her to replace dentures, PRN?	1	______
23. Place denture cup on overbed table?	1	______
24. Put away all equipment?	1	______
25. Wash your hands?	1	______
26. Report anything unusual to your supervisor?	1	______
total	26	______

SCORECARD: ORAL HYGIENE FOR UNCONSCIOUS PATIENT

STUDENT'S NAME ______________________ DATE _______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 25 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Put on clean gloves?	1	______
3. Gather equipment and place on overbed table (towels, emesis basin, mouthwash, swabs, lemon glycerine swabs, tongue depressor, 2 cups)	1	______
4. Pull curtain?	1	______
5. Mix a cup of 1\2 water and 1\2 mouthwash?	1	______
6. Pour another cup of water?	1	______
7. Lower side rail?	1	______
8. Turn patient onto his\her side facing you?	1	______
9. Spread towel under patient face over his pillow?	1	______
10. Place emesis basin on towel near patient's chin?	1	______
11. Open package of swabs?	1	______
12. Moisten a swab with mouthwash solution?	1	______
13. Open patient's mouth with tongue depressor by pressing downward on the bottom lip and tongue?	1	______
14. Wipe inside of patient's mouth. Include the roof, tongue, cheeks and lips?	1	______
15. Place used swab in emesis basin?	1	______
16. Repeat steps 11-14 using clear water?	1	______
17. Dry patient mouth with towel?	1	______
18. Open lemon glycerine swabs?	1	______
19. Repeat steps 12-14?	1	______
20. Position patient into comfortable position?	1	______
21. Raise side rail?	1	______
22. Put away equipment?	1	______
23. Open curtain?	1	______
24. Wash your hands?	1	______
25. Report anything unusual to your supervisor?	1	______
total	25	______

NOTE: If patient has a NG tube, PCA may want to clean the nose with a moistened swab. NEVER remove the NG tube.

SCORECARD: BRUSH AND COMB HAIR

STUDENT'S NAME ______________________ DATE _______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 16 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment (comb, brush, towel)?	1	______
3. Lower side rails?	1	______
4. Lay towel across pillow and under patient's head?	1	______
5. Or if patient can sit up, drape towel around his\her shoulder?	1	______
6. Remove patient's glasses?	1	______
7. Place glasses in safe place?	1	______
8. Part hair down middle?	1	______
9. Brush\comb hair gently?	1	______
10. Turn patient's head from side to side to reach all hair?	1	______
11. Style the hair in the way the patient requests?	1	______
12. Remove towel and place in laundry bag?	1	______
13. Pull up side rail?	1	______
14. Put away brush and comb?	1	______
15. Wash your hands?	1	______
16. Report anything unusual you noticed about the patient's scalp or hair to your supervisor?	1	______
TOTAL	16	______

SCORECARD: SHAMPOO THE HAIR IN THE BED

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 32 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash hands?	1	
2. Gather equipment?	1	
3. Tell patient what you are going to do?	1	
4. Provide privacy?	1	
5. Check room for drafts?	1	
6. Put bed in high horizontal?	1	
7. Move patient to side of bed closest to you?	1	
8. Remove pillow and place bed fast riser or rubber drawsheet under patient's head?	1	
9. Place newspaper on floor and bucket on newspaper to catch water from bedfast riser?	1	
10. Loosen patient's gown?	1	
11. Place towel around patient's neck and pin?	1	
12. Place cotton ball in each of patient's ears?	1	
13. Pour water (coolest) over patient's head?	1	
14. Pour shampoo into hand?	1	
15. Massage into the patient's scalp, starting at hairline and moving back?	1	
16. Rinse, using next coolest water?	1	
17. Repeat steps #14 and #15?	1	
18. Wrap head in bath towel?	1	
19. Pat face and neck dry?	1	
20. Remove cotton from ears?	1	
21. Remove bedfast riser?	1	
22. Check bed for dampness; change linens PRN?	1	
23. Dry hair with towel?	1	
24. Change gown?	1	
25. Replace pillow and cover with dry towel?	1	
26. Comb and brush hair until dry or use hairdryer if available?	1	
27. Remove towel from pillow?	1	
28. Make patient comfortable?	1	
29. Put up siderails?	1	
30. Put away equipment?	1	
31. Wash hands?	1	

32. Report according to facility policy? 1 _____

total 32 _____

EQUIPMENT:
- safety pin
- bedfast riser or rubber drawsheet
- 3 pitchers of water (115,110,105°F)
- shampoo
- newspaper
- comb, brush
- 3 towels
- 2 cotton balls
- bath thermometer
- bucket
- patient gown
- hairdryer, if available

SCORECARD: SHAMPOO THE HAIR IN THE SHOWER

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 27 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash hands?	1	_____
2. Gather equipment?	1	_____
3. Tell patient what you are going to do?	1	_____
4. Transport the patient to the shower?	1	_____
5. Provide privacy?	1	_____
6. Check room for drafts?	1	_____
7. Assist the patient to undress, PRN?	1	_____
8. Assist the patient to stand on a rubber mat OR sit in shower chair?	1	_____
9. Place cotton ball in each of patient's ears?	1	_____
10. Adjust water to comfortable temperature?	1	_____
11. Pour or spray water over patient's head?	1	_____
12. Pour shampoo into hand?	1	_____
13. Massage into the patient's scalp, starting at hairline and moving back?	1	_____
14. Rinse?	1	_____
15. Repeat steps #14 and #15?	1	_____
16. Wrap head in bath towel?	1	_____
17. Pat face and neck dry?	1	_____
18. Remove cotton from ears?	1	_____
19. Dry hair with towel?	1	_____
20. Assist patient to dry off,PRN?	1	_____
21. Assist patient to dress, PRN?	1	_____
22. Comb and brush hair until dry or use hairdryer if available?	1	_____
23. Assist patient back to his/her room?	1	_____
24. Make patient comfortable?	1	_____
25. Put away equipment?	1	_____
26. Wash hands?	1	_____
27. Report according to facility policy?	1	_____
total	27	_____

EQUIPMENT:
- shampoo
- comb, brush
- 3 towels
- 2 cotton balls
- patient's clean clothes
- hairdryer, if available

SCORECARD: SHAVE A MALE PATIENT USING A DISPOSABLE RAZOR

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 21 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash hands?	1	______
2. Put on gloves?	1	______
3. Gather equipment?	1	______
4. Tell patient what you are going to do?	1	______
5. Provide privacy?	1	______
6. Adjust lamp to shine full on pt's face?	1	______
7. Put bed into semi-fowlers position, if allowed?	1	______
8. Spread towel under patient's chin and over his chest?	1	______
9. Pat warm water on patient's face?	1	______
10. Apply shaving cream to patient's face?	1	______
11. Hold skin taut with fingers of one hand?	1	______
12. Shave downward over cheeks, upward on neck?	1	______
13. Apply antiseptic to any nicks?	1	______
14. Rinse soap off patient's face with clean water?	1	______
15. Pat dry?	1	______
16. Apply after shave or lotion, if patient desires?	1	______
17. Make patient comfortable?	1	______
18. Put up side rail?	1	______
19. Put away equipment?	1	______
20. Wash hands?	1	______
21. Chart?	1	______
TOTAL	21	______

SCORECARD: SHAVE A MALE PATIENT USING AN ELECTRIC RAZOR

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 14 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash hands?	1	______
2. Put on gloves?	1	______
3. Gather equipment? (skin bracer and electric razor)	1	______
4. Tell patient what you are going to do?	1	______
5. Provide privacy?	1	______
6. Put bed into semi-fowlers position, if allowed?	1	______
7. Pat skin bracer on patient's face?	1	______
8. Move the razor in a circles over the patient's face?	1	______
9. Apply after shave or lotion, if patient desires?	1	______
10. Make patient comfortable?	1	______
11. Put up side rail?	1	______
12. Put away equipment?	1	______
13. Wash hands?	1	______
14. Chart?	1	______
TOTAL	14	______

SCORECARD: REMOVE HAIR FROM THE CHIN, NOSE AND OR EAR

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 15 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash hands?	1	_____
2. Put on gloves?	1	_____
3. Gather equipment? (eye brow tweezers)	1	_____
4. Tell patient what you are going to do?	1	_____
5. Provide privacy?	1	_____
6. Put bed into semi-fowlers position, if allowed?	1	_____
7. Grasp the unwanted hair with the tweezers, one strand at a time?	1	_____
8. Pull the unwanted hair quickly with one swift stroke?	1	_____
9. Repeat # 7 & 8 until all hair is removed?	1	_____
10. Apply antiseptic if bleeding occurs?	1	_____
11. Make patient comfortable?	1	_____
12. Put up side rail?	1	_____
13. Put away equipment?	1	_____
14. Wash hands?	1	_____
15. Chart?	1	_____
TOTAL	15	_____

SCORECARD: MANICURE

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 12 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment? (washbasin, orangesticks, soap, towel, paper towel, fingernail clippers, emory board)	1	______
3. Soak fingers in warm soapy water for at least 5 minutes?	1	______
4. Rinse hands in clear warm water?	1	______
5. Dry hands with clean towel?	1	______
6. Place papertowel under patient's hand?	1	______
7. Gently remove dirt from around and under each fingernail with orangestick?	1	______
8. Wipe dirt onto paper towel?	1	______
9. Trim nails in an oval shape, taking care not to trim below the skin line or to cut the skin?	1	______
10. Smooth the nails using an emory board?	1	______
11. Put away equipment?	1	______
12. Wash your hands?	1	______
TOTAL	12	______

SCORECARD: PEDICURE

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 16 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment? (washbasin, orangesticks, soap,2 towels, fingernail clippers, emory board)	1	______
3. Soak feet in warm soapy water for at least 5 minutes?	1	______
4. Rinse feet in clear warm water?	1	______
5. Dry feet with clean towel?	1	______
6. Place towel under patient's foot?	1	______
7. Gently remove dirt from around and under each nail with orangestick?	1	______
8. Wipe dirt onto towel?	1	______
9. Trim toenails straight across ONLY if you have permission?	1	______
10. Smooth nails with the emory board?	1	______
11. Inspect the feet and in between toes for cracks, corns, or callouses?	1	______
12. Check feet for circulation by checking color and temperature. Feet should be warm and pale pink. (Report extremely cold, blue feet to your supervisor)	1	______
13. Assist to replace stockings and shoes?	1	______
14. Put away equipment?	1	______
15. Wash your hands?	1	______
16. Report any signs of poor circulation, reddened areas, skin breakdown, etc to your supervisor?	1	______
TOTAL	16	______

SCORECARD: CARE OF THE PATIENT UNIT

STUDENT'S NAME ______________________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 8 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Straighten the patient's room, PRN?	1	______
2. Hang patient's clothing, PRN?	1	______
3. Label the patient's clothing and/or belongings, PRN?	1	______
4. Water the patient's plants, PRN?	1	______
5. Wash and rinse patient's glass, water pitcher and tray, PRN?	1	______
6. Fill the pitcher with ice/water,PRN?	1	______
7. Place the pitcher and glass within easy reach of the patient?	1	______
8. Place the call light within easy reach of the patient?	1	______
TOTAL	8	______

SCORECARD: HIGH HORIZONTAL POSITION

STUDENT'S NAME ______________________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 6 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Raise and lock siderails? (if pt is in the bed)	1	______
3. Lower the head of the bed as far as possible?	1	______
4. Lower the knee gatch as far as possible?	1	______
5. Raise the entire bed as far as possible?	1	______
6. Place the call button within easy reach of the patient?	1	______
TOTAL	6	______

SCORECARD: LOW HORIZONTAL POSITION

STUDENT'S NAME ______________________________ DATE _____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 6 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Raise and lock siderails? (if pt is in the bed)	1	______
3. Lower the head of the bed as far as possible?	1	______
4. Lower the knee gatch as far as possible?	1	______
5. Lower the entire bed as far as possible?	1	______
6. Place the call button within easy reach of the patient?	1	______
TOTAL	6	______

SCORECARD: SEMI-FOWLER'S POSITION

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 5 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Raise and lock siderails? (if pt is in the bed)	1	_____
3. Raise the head of the bed until the bottom of the mattress is even with the head board of the bed (a 45 degree angle)?	1	_____
4. Raise the knee gatch slightly?	1	_____
5. Place the call button within easy reach of the patient?	1	_____
TOTAL	5	_____

REVIEW SHEET 9-3: UNOCCUPIED BEDMAKING

Student's Name ______________________ DATE __________

DIRECTIONS: Circle the letter of the correct answer.

1. An unoccupied bed is one that
   A. has a patient in it.
   B. does not have a patient in it.

2. An unoccupied bed that has been cleaned and made up for a new patient is called a(n)
   A. surgical bed.
   B. closed bed.
   C. open bed.

3. An unoccupied bed that is made up for a patient who is waiting to go back to bed is called a(n)
   A. surgical bed.
   B. closed bed.
   C. open bed.

4. An unoccupied bed that is made up for a patient who is waiting to come back to bed from a stretcher is called a(n)
   A. surgical bed.
   B. closed bed.
   C. open bed.

5. When making a bed, there should be no wrinkles on the bed because
   A. wrinkles are hard to keep clean.
   B. wrinkles can cause bedsores.
   C. wrinkles can keep the patient awake.

6. When making a bed, it is important for the PCA to use good body mechanics because
   A. it looks nicer for the patient.
   B. it keeps the PCA from hurting his/her back.
   C. it makes the PCA more tired at the end of the day.

SCORECARD: CLOSED BED

STUDENT'S NAME ____________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 37 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Apply gloves?	1	_____
3. Gather equipment? (top sheet, bottom sheet, drawsheet, pillowcase, hamper)?	1	_____
4. Put bed in HH position?	1	_____
5. Remove dirty linen one piece at a time?	1	_____
6. Be careful not to let the dirty linen touch your uniform?	1	_____
7. Roll each sheet into a ball with the clean side facing outwards?	1	_____
8. Place each piece of linen into the laundry hamper?	1	_____
9. Place the bottom sheet on the mattress?	1	_____
10. Unfold the sheet lengthwise so the fold is in the center of the bed?	1	_____
11. Position the bottom hem at the very edge of the mattress?	1	_____
12. Tuck the top hem tightly under the mattress and miter the corner nearest you?	1	_____
13. Tuck the sheet under the mattress all the way down the side of the bed nearest you?	1	_____
14. Place the drawsheet on the middle of the bed?	1	_____
15. Unfold the drawsheet so that the hems face downwards and are on either side of the bed?	1	_____
16. Tuck the drawsheet on the side of the bed nearest you?	1	_____
17. Place the top sheet on the bed and unfold lengthwise so the fold is in the center of the bed and the hem faces UPWARDS?	1	_____
18. Position the top sheet so that the top edge is even with the top of the mattress?	1	_____
19. Place the spread over the top sheet leaving enough at the top to cover the pillow?	1	_____
20. Tuck the top sheet and spread at the foot of the bed, making a toe pleat and mitering the corner nearest you?	1	_____
21. Go to the other side of the bed?	1	_____

22. Tuck the bottom sheet under the top of the mattress and miter the corner?	1	
23. Tuck the bottom sheet and drawsheet under the side of the mattress all the way to the bottom of the bed?	1	
24. Pull tightly to remove all wrinkles?	1	
25. Tuck the top sheet and blanket at the bottom of the mattress and miter?	1	
26. Fold the top of the spread back 1/3 of the length of the bed?	1	
27. Place clean pillow case on pillow?	1	
28. Place pillow on the top of the bed?	1	
29. Fold spread over pillow?	1	
30. Raise both side rails?	1	
31. Made bed within 10 minutes?	1	
32. Place call light within easy reach of the patient?	1	
33. Close the top of the linen hamper?	1	
34. Take soiled linen to dirty utility room?	1	
35. Use good body mechanics?	1	
36. Remove your gloves?	1	
37. Wash your hands?	1	
TOTAL	37	

SCORECARD: OPEN BED

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 38 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Apply gloves?	1	_____
3. Gather equipment? (top sheet, bottom sheet, drawsheet, pillowcase, hamper)?	1	_____
4. Put bed in HH position?	1	_____
5. Remove dirty linen one piece at a time?	1	_____
6. Be careful not to let the dirty linen touch your uniform?	1	_____
7. Roll each sheet into a ball with the clean side facing outwards?	1	_____
8. Place each piece of linen into the laundry hamper?	1	_____
9. Place the bottom sheet on the mattress?	1	_____
10. Unfold the sheet lengthwise so the fold is in the center of the bed?	1	_____
11. Position the bottom hem at the very edge of the mattress?	1	_____
12. Tuck the top hem tightly under the mattress and miter the corner nearest you?	1	_____
13. Tuck the sheet under the mattress all the way down the side of the bed nearest you?	1	_____
14. Place the drawsheet on the middle of the bed?	1	_____
15. Unfold the drawsheet so that the hems face downwards and are on either side of the bed?	1	_____
16. Tuck the drawsheet on the side of the bed nearest you?	1	_____
17. Place the top sheet on the bed and unfold lengthwise so the fold is in the center of the bed and the hem faces UPWARDS?	1	_____
18. Position the top sheet so that the top edge is even with the top of the mattress?	1	_____
19. Place the spread over the top sheet leaving enough at the top to cover the pillow?	1	_____
20. Tuck the top sheet and spread at the foot of the bed, making a toe pleat and mitering the corner nearest you?	1	_____
21. Go to the other side of the bed?	1	_____

22. Tuck the bottom sheet under the top of the mattress and miter the corner?	1	______
23. Tuck the bottom sheet and drawsheet under the side of the mattress all the way to the bottom of the bed?	1	______
24. Pull tightly to remove all wrinkles?	1	______
25. Tuck the top sheet and blanket at the bottom of the mattress and miter?	1	______
26. Fold the spread and top sheet back 2/3 of the length of the bed?	1	______
27. Fanfold?	1	______
28. Place clean pillow case on pillow?	1	______
29. Place pillow at the head of the bed?	1	______
30. Position bed in LH position?	1	______
31. Raise one siderail and lock?	1	______
32. Made bed within 10 minutes?	1	______
33. Place call light within easy reach of the patient?	1	______
34. Close the top of the linen hamper?	1	______
35. Take soiled linen to dirty utility room?	1	______
36. Use good body mechanics?	1	______
37. Remove your gloves?	1	______
38. Wash your hands?	1	______
TOTAL	38	______

SCORECARD: SURGICAL BED

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 39 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Apply gloves?	1	______
3. Gather equipment? (top sheet, bottom sheet, drawsheet, pillowcase, hamper)?	1	______
4. Put bed in HH position?	1	______
5. Remove dirty linen one piece at a time?	1	______
6. Be careful not to let the dirty linen touch your uniform?	1	______
7. Roll each sheet into a ball with the clean side facing outwards?	1	______
8. Place each piece of linen into the laundry hamper?	1	______
9. Place the bottom sheet on the mattress?	1	______
10. Unfold the sheet lengthwise so the fold is in the center of the bed?	1	______
11. Position the bottom hem at the very edge of the mattress?	1	______
12. Tuck the top hem tightly under the mattress and miter the corner nearest you?	1	______
13. Tuck the sheet under the mattress all the way down the side of the bed nearest you?	1	______
14. Place the drawsheet on the middle of the bed?	1	______
15. Unfold the drawsheet so that the hems face downwards and are on either side of the bed?	1	______
16. Tuck the drawsheet on the side of the bed nearest you?	1	______
17. Place the top sheet on the bed and unfold lengthwise so the fold is in the center of the bed and the hem faces UPWARDS?	1	______
18. Position the top sheet so that the top edge is even with the top of the mattress?	1	______
19. Place the spread over the top sheet leaving enough at the top to cover the pillow?	1	______
20. Tuck the top sheet and spread at the foot of the bed, making a toe pleat and mitering the corner nearest you?	1	______
21. Go to the other side of the bed?	1	______

22. Tuck the bottom sheet under the top of the mattress and miter the corner?	1	______
23. Tuck the bottom sheet and drawsheet under the side of the mattress all the way to the bottom of the bed?	1	______
24. Pull tightly to remove all wrinkles?	1	______
25. Tuck the top sheet and blanket at the bottom of the mattress and miter?	1	______
26. Fold the spread and top sheet off the foot of the bed?	1	______
27. Fanfold?	1	______
28. Place clean pillow case on pillow?	1	______
29. Place pillow in closet?	1	______
30. Place disposable pad on bed instead of pillow?	1	______
31. Raise one siderail and lock?	1	______
32. Made bed within 10 minutes?	1	______
33. Place call light within easy reach of the patient?	1	______
34. Place IV pole on side of bed with siderail down?	1	______
35. Close the top of the linen hamper?	1	______
36. Take soiled linen to dirty utility room?	1	______
37. Use good body mechanics?	1	______
38. Remove your gloves?	1	______
39. Wash your hands?	1	______
TOTAL	39	______

SCORECARD: MAKE AN OCCUPIED BED

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 43 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Put on gloves?	1	______
3. Gather equipment? (top sheet, bottom sheet, drawsheet, pillowcase, hamper)?	1	______
4. Make sure side rails are up and locked?	1	______
5. Close the door and pull the curtain?	1	______
6. Put bed in HH position?	1	______
7. Roll the patient toward you against one siderail?	1	______
8. Walk to other side of bed?	1	______
9. Lower the side rail?	1	______
10. Loosen linens at the foot of the bed?	1	______
11. Be careful not to let the dirty linen touch your uniform?	1	______
12. Roll bottom sheet and draw sheet lengthwise under patient?	1	______
13. Place the bottom sheet on the mattress?	1	______
14. Unfold the sheet lengthwise so the fold is in the center of the bed?	1	______
15. Position the bottom hem at the very edge of the mattress?	1	______
16. Tuck the top hem tightly under the mattress and miter the corner nearest you?	1	______
17. Tuck the sheet under the mattress all the way down the side of the bed nearest you?	1	______
18. Place the drawsheet on the middle of the bed?	1	______
19. Unfold the drawsheet so that the hems face downwards and are on either side of the bed?	1	______
20. Tuck the drawsheet on the side of the bed nearest you?	1	______
21. Place the top sheet on the bed and unfold lengthwise so the fold is in the center of the bed and the hem faces UPWARDS?	1	______
22. Position the top sheet so that the top edge is even with the top of the mattress?	1	______
23. Place the spread over the top sheet?	1	______
24. Raise the side rail?	1	______
25. Help the patient turn over and move		

	against the side rail closest to you?	1	______
26.	Walk to the other side of the bed?	1	______
27.	Lower the side rail?	1	______
28.	Tuck the bottom sheet under the top of the mattress and miter the corner?	1	______
29.	Tuck the bottom sheet and drawsheet under the side of the mattress all the way to the bottom of the bed?	1	______
30.	Pull tightly to remove all wrinkles?	1	______
31.	Help the patient turn onto his/her back?	1	______
32.	Ask the patient to hold onto the top of the clean top sheet?	1	______
33.	Go to the foot of the bed?	1	______
34.	Pull the dirty top sheet from under the clean top sheet?	1	______
35.	Tuck the top sheet and spread at the foot of the bed and make a miter on both sides?	1	______
36.	Raise the side rail?	1	______
37.	Place call light within easy reach of the patient?	1	______
38.	Use good body mechanics?	1	______
39.	Keep the patient covered at all times?	1	______
40.	Close the top of the linen hamper?	1	______
41.	Take soiled linen to dirty utility room?	1	______
42.	Remove your gloves?	1	______
43.	Wash your hands?	1	______
	TOTAL	43	______

SCORECARD: TURN A PATIENT ON HIS/HER SIDE

STUDENT'S NAME ____________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 32 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment ?	1	______
3. Provide privacy for the patient by closing the door and/or curtain?	1	______
4. Tell pt what you are going to do?	1	______
5. Check the side rail to be sure it is locked?	1	______
6. Put the bed in HH position?	1	______
7. Cover the patient with a bath blanket?	1	______
8. Pull the top sheet from under the bath blanket and fan fold to the foot of the bed?	1	______
9. Turn pt toward you, keeping pt on the sheepskin, EGGCRATE, ETC.?	1	______
10. Check the patient's back for S/S of of bedsores?	2	______
11. Massage the back with lotion, if allowed?	1	______
12. Place pillow lengthwise along back, from shoulders to hip?	1	______
13. Roll patient back onto the pillow?	1	______
14. Place pillow lengthwise between legs with knee joint flexed?	1	______
15. Place hand rolls into hands?	1	______
16. Flex arms?	1	______
17. Place pillow between arms?	1	______
18. Position head on small pillow?	1	______
19. Check for correct body alignment?		
20. Check that all pressure points on the body are protected?	2	______
21. Check that all joints are flexed?	2	______
22. Cover pt.?	1	______
23. Allow the patient to do as much as as possible for exercise?	1	______
24. Turn patient every 2 hours?	2	______
25. Put up side rails?	1	______
26. Put away equipment?	1	______
27. Wash hands?	1	______
28. Report any reddened areas or sores to the nurse?	1	______
TOTAL	32	______

SCORECARD: TURN A PATIENT ON HIS/HER BACK

STUDENT'S NAME ______________________ DATE __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 30 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	
2. Gather equipment ?	1	
3. Provide privacy for the patient by closing the door and/or curtain?	1	
4. Tell pt what you are going to do?	1	
5. Check the side rail to be sure it is locked?	1	
6. Put the bed in HH position?	1	
7. Cover the patient with a bath blanket?	1	
8. Pull the top sheet from under the bath blanket and fan fold to the foot of the bed?	1	
9. Turn pt toward you, keeping pt on the sheepskin?	1	
10. Check the patient's back for S/S of of bedsores?	2	
11. Massage the back with lotion, if allowed?	1	
12. Roll the patient onto his/her back, keeping the patient on the sheepskin?	1	
13. Place pillow under the knees to flex?	1	
14. Place hand rolls into hands?	1	
15. Flex elbows?	1	
16. Position head on small pillow?	1	
17. Check for correct body alignment?	1	
18. Check that all pressure points on the body are protected?	2	
19. Check that all joints are flexed?	2	
20. Cover pt.?	1	
21. Allow the patient to do as much as as possible for exercise?	1	
22. Turn patient every 2 hours?	2	
23. Put up side rails?	1	
24. Put away equipment?	1	
25. Wash hands?	1	
26. Report any reddened areas or sores to the nurse?	1	
TOTAL	30	

SCORECARD: ASSISTING A PATIENT TO DANGLE

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 17 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Tell the patient what you are going to do?	1	______
3. Close the door and/or close the curtain?	1	______
4. Make sure the bed is locked?	1	______
5. Move patient to the side of the bed closest to you?	1	______
6. Adjust bed to LH position?	1	______
7. Have patient place his/her arms around your neck?	1	______
8. Stand with your legs slightly apart and your knees bent?	1	______
9. Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	______
10. Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	______
11. Allow the patient to rest in this position for a moment to regain balance?	1	______
12. Stand beside patient to prevent him/her from falling?	1	______
TO RETURN PT TO BED		
13. Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	______
14. Place your hands behind the patient's shoulders and lower him/her to the bed?	1	______
15. Raise the side rail?	1	______
16. Wash your hands?	1	______
17. Report anything unusual?	1	______
TOTAL	17	______

SCORECARD: ASSISTING A PATIENT TO SIT UP IN A CHAIR

STUDENT'S NAME ______________________ DATE __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 42 on this skill in order to show mastery.

DID YOU:

	perfect score	your score
1. Wash your hands?	1	______
2. Tell the patient what you are going to do?	1	______
3. Close the door and/or close the curtain?	1	______
4. Make sure the bed is locked?	1	______
5. Move patient to the side of the bed closest to you?	1	______
6. Adjust bed to LH position?	1	______
7. Have patient place his/her arms around your neck?	1	______
8. Stand with your legs slightly apart and your knees bent?	1	______
9. Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	______
10. Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	______
11. Allow the patient to rest in this position for a moment to regain balance?	1	______
12. Assist the patient with robe and slippers?	1	______
13. Stand beside patient to prevent him/her from falling?	1	______
14. Stand facing the patient, your feet slightly spread, with one foot 2-3 " in front of the other and knees bent slightly?	1	______
15. Have patient place his/her arms around your neck?	1	______
16. Place your hands behind the patient's back?	1	______
17. Slide the patient forward until his/her feet touch the floor?	1	______
18. Turn your body to the side and place the arm nearest the pt around the pt's waist?	1	______
19. Grasp the patient's arm with your other hand?	1	______
20. Walk the patient to the chair?	1	______

21. Turn patient so that his/her back is to the chair and you are facing the chair?	1	______
22. Hold the arm of the chair with one hand?	1	______
23. Hold the patient's arm with the other hand?	1	______
24. Lower the patient into the chair?	1	______
25. Make sure patient is secure in chair?	1	______
26. Adjust clothing, PRN?	1	______
27. Help patient with shoes and socks, PRN?	1	______

TO PUT PATIENT BACK TO BED

28. Stand facing the patient?	1	______
29. Have patient place his/her arms around your neck?	1	______
30. Place your arms behind the patient's back?	1	______
31. Raise the patient to a standing position?	1	______
32. Turn so that your arm nearest the patient is behind his/her back?	1	______
33. Hold patient's arm with your other hand?	1	______
34. Walk the patient to the bed?	1	______
35. Turn patient so that his/her knees touch the bed?	1	______
36. Lower patient to sit on side of the bed?	1	______
37. Assist the patient to remove robe,slippers?	1	______
38. Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	______
39. Place your hands behind the patient's shoulders and lower him/her to the bed?	1	______
40. Raise the side rail?	1	______
41. Wash your hands?	1	______
42. Report anything unusual?	1	______
TOTAL	42	______

SCORECARD: ASSISTING A PATIENT TO AMBULATE

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 30 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Tell the patient what you are going to do?	1	______
3. Close the door and/or close the curtain?	1	______
4. Make sure the bed is locked?	1	______
5. Move patient to the side of the bed closest to you?	1	______
6. Adjust bed to LH position?	1	______
7. Have patient place his/her arms around your neck?	1	______
8. Stand with your legs slightly apart and your knees bent?	1	______
9. Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	______
10. Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	______
11. Allow the patient to rest in this position for a moment to regain balance?	1	______
12. Assist patient to put on robe?	1	______
13. Help patient with shoes and socks?	1	______
14. Stand beside patient to prevent him/her from falling?	1	______
15. Stand facing the patient, your feet slightly spread, with one foot 2-3 " in front of the other and knees bent slightly?	1	______
16. Have patient place his/her arms around your neck?	1	______
17. Place your hands behind the patient's back?	1	______
18. Slide the patient forward until his/her feet touch the floor?	1	______
19. Turn your body to the side and place the arm nearest the pt around the pt's waist?	1	______
20. Grasp the patient's arm with your other hand?	1	______
21. Walk the patient?	1	______

TO PUT PATIENT BACK TO BED

22. Walk the patient to the bed?	1	
23. Turn patient so that his/her knees touch the bed?	1	
24. Assist the patient to remove robe and slippers?	1	
25. Lower patient to sit on side of the bed?	1	
26. Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	
27. Place your hands behind the patient's shoulders and lower him/her to the bed?	1	
28. Raise the side rail?	1	
29. Wash your hands?	1	
30. Report anything unusual?	1	
TOTAL	30	

SCORECARD: ASSISTING A PATIENT TO AMBULATE WITH A CANE

STUDENT'S NAME ______________________ DATE __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 34 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Tell the patient what you are going to do?	1	______
3. Close the door and/or close the curtain?	1	______
4. Make sure the bed is locked?	1	______
5. Move patient to the side of the bed closest to you?	1	______
6. Adjust bed to LH position?	1	______
7. Have patient place his/her arms around your neck?	1	______
8. Stand with your legs slightly apart and your knees bent?	1	______
9. Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	______
10. Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	______
11. Allow the patient to rest in this position for a moment to regain balance?	1	______
12. Assist patient to put on robe?	1	______
13. Help patient with shoes and socks?	1	______
14. Stand beside patient to prevent him/her from falling?	1	______
15. Stand facing the patient, your feet slightly spread, with one foot 2-3 " in front of the other and knees bent slightly?	1	______
16. Have patient place his/her arms around your neck?	1	______
17. Place your hands behind the patient's back?	1	______
18. Slide the patient forward until his/her feet touch the floor?	1	______
19. Check the rubber suction on the cane?	1	______
20. Hand cane to the patient?	1	______
21. Assist the patient to stand?	1	______
22. Instruct patient to place cane on floor 6" out from foot on the affected side?	1	______

23. Instruct patient to take a step with the unaffected foot while leaning on the cane?	1	______
24. Instruct patient to move cane and "bad" foot forward at same time?	1	______

TO PUT PATIENT BACK TO BED

25. Walk the patient to the bed?	1	______
26. Turn patient so that his/her knees touch the bed?	1	______
27. Lower patient to sit on side of the bed?	1	______
28. Assist the patient to remove robe and slippers?	1	______
29. Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	______
30. Place your hands behind the patient's shoulders and lower him/her to the bed?	1	______
31. Raise the side rail?	1	______
32. Wash your hands?	1	______
33. Report anything unusual?	1	______
34. Allow the patient to do as much as possible?	1	______
TOTAL	34	______

SCORECARD: ASSISTING A PATIENT TO AMBULATE WITH A WALKER

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 34 on this skill in order to show mastery.

DID YOU:		perfect score	your score
1.	Wash your hands?	1	
2.	Tell the patient what you are going to do?	1	
3.	Close the door and/or close the curtain?	1	
4.	Make sure the bed is locked?	1	
5.	Move patient to the side of the bed closest to you?	1	
6.	Adjust bed to LH position?	1	
7.	Have patient place his/her arms around your neck?	1	
8.	Stand with your legs slightly apart and your knees bent?	1	
9.	Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	
10.	Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	
11.	Allow the patient to rest in this position for a moment to regain balance?	1	
12.	Assist patient to put on robe?	1	
13.	Help patient with rubber soled shoes and socks?	1	
14.	Stand beside patient to prevent him/her from falling?	1	
15.	Stand facing the patient, your feet slightly spread, with one foot 2-3 " in front of the other and knees bent slightly?	1	
16.	Have patient place his/her arms around your neck?	1	
17.	Place your hands behind the patient's back?	1	
18.	Slide the patient forward until his/her feet touch the floor?	1	
19.	Check rubber tips on walker?	1	
20.	Position the walker in front of patient?	1	
21.	Assist the patient to stand?	1	
22.	Instruct the patient to keep both hands on on the walker at all times?	1	

23.	Instruct patient to move walker ahead one step?	1	______
24.	Instruct patient to take two small steps to meet the walker?	1	______

TO PUT PATIENT BACK TO BED

25.	Walk the patient to the bed?	1	______
26.	Turn patient so that his/her knees touch the bed?	1	______
27.	Lower patient to sit on side of the bed?	1	______
28.	Assist patient to remove shoes?	1	______
29.	Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	______
30.	Place your hands behind the patient's shoulders and lower him/her to the bed?	1	______
31.	Raise the side rail?	1	______
32.	Wash your hands?	1	______
33.	Report anything unusual?	1	______
34.	Allow the patient to do as much as possible?	1	______
	TOTAL	34	______

SCORECARD: TRANSFERRING A PATIENT TO USING A MECHANICAL LIFT

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 24 on this skill in order to show mastery.

DID YOU:		perfect score	your score
1.	Wash your hands?	1	______
2.	Tell the patient what you are going to do?	1	______
3.	Close the door and/or close the curtain?	1	______
4.	Make sure the bed is locked?	1	______
5.	Adjust bed to LH position?	1	______
6.	Roll the patient towards you on his/her side?	1	______
7.	Fanfold the sling?	1	______
8.	Place the sling along the back of the patient, making sure that the top of the sling is at the head and the bottom is at knees of the patient?	1	______
9.	Roll the patient on his/her other side?	1	______
10.	Pull the sling out flat?	1	______
11.	Attach hooks into the matching holes of the sling?	1	______
12.	Position the lifter over the patient with arm in the low position?	1	______
13.	Attach the hooks to the correct chains on the lifter arm?	1	______
14.	Turn the crank(Trans-aid) OR Pump lever (Hoyer) to raise patient off the bed?	1	______
15.	Assist patient to move his/her legs off the bed?	1	______
16.	Turn the patient so that he/she is facing you?	1	______
17.	Move the patient away from the bed?	1	______
18.	Position the lift over the seat of the chair?	1	______
19.	Lock wheels or have someone hold chair?	1	______
20.	Lower the arm of the lift?	1	______
21.	Hold the top of the sling with one hand and pull back while lowering lift to position patient?	1	______
22.	Unhook the chains from the lifter arm?	1	______
23.	Make sure patient is secure in chair?	1	______
24.	Wash your hands?	1	______
	TOTAL	24	______

NOTE: Reverse the procedure to return patient to the bed.

SCORECARD: TRANSFERRING A PATIENT FROM BED TO A STRETCHER USING THE FOUR MAN LIFT

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 22 on this skill in order to show mastery.

DID YOU:		perfect score	your score
1.	Wash your hands?	1	______
2.	Tell the patient what you are going to do?	1	______
3.	Close the door and/or close the curtain?	1	______
4.	Make sure the bed is locked?	1	______
5.	Adjust bed to HH position?	1	______
6.	Have the PCA's as follows: one at head, one at feet, one on either side of pt.?	1	______
7.	Cover patient with a bath blanket?	1	______
8.	Remove the top sheet from under the bath blanket?	1	______
9.	Fanfold top sheet to the foot of the bed?	1	______
10.	Roll the drawsheet toward the patient on either side?	1	______
11.	Lower the side rails?	1	______
12.	One PCA stands on either side of patient while another moves stretcher in position against one side of the bed?	1	______
13.	Lock the wheels of the stretcher?	1	______
14.	On stretcher side, the PCA stands facing stretcher with their abdomen against it to hold it tight against the bed?	1	______
15.	PCA at head of patient holds the patient's neck and shoulders?	1	______
16.	PCA at foot of patient holds the feet?	1	______
17.	PCA's on either side of patient hold the drawsheet?	1	______
18.	On the count of three, PCA's lift together and move the patient onto the stretcher?	1	______
19.	Fasten safety belt on the patient?	1	______
20.	Raise and lock the side rails on the stretcher?	1	______
21.	Cover the patient with an additional cover?	1	______
22.	Transport the patient so that the patient moves in the direction he/she is facing?	1	______
	TOTAL	22	______

NOTE: Reverse the procedure to return patient back to bed.

SCORECARD: TRANSFERRING A PATIENT FROM BED TO WHEELCHAIR/GERI CHAIR

STUDENT'S NAME ____________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 45 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Tell the patient what you are going to do?	1	______
3. Close the door and/or close the curtain?	1	______
4. Make sure the bed is locked?	1	______
5. Adjust bed to LH position?	1	______
6. Lock the wheels on the bed?	1	______
7. Lock the wheels on the chair?	1	______
8. Move the foot rests on the chair out of the way?	1	______
9. Have patient place his/her arms around your neck?	1	______
8. Stand with your legs slightly apart and your knees bent?	1	______
9. Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	______
10. Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	______
11. Allow the patient to rest in this position for a moment to regain balance?	1	______
12. Assist the patient with robe and slippers?	1	______
13. Stand beside patient to prevent him/her from falling?	1	______
14. Stand facing the patient, your feet slightly spread, with one foot 2-3 " in front of the other and knees bent slightly?	1	______
15. Have patient place his/her arms around your neck?	1	______
16. Place your hands behind the patient's back?	1	______
17. Slide the patient forward until his/her feet touch the floor?	1	______
18. Turn your body to the side and place the arm nearest the pt around the pt's waist?	1	______
19. Grasp the patient's arm with your other		

hand?	1	______
20. Walk the patient to the chair?	1	______
21. Turn patient so that his/her back is to the chair and you are facing the chair?	1	______
22. Hold the arm of the chair with one hand?	1	______
23. Hold the patient's arm with the other hand?	1	______
24. Lower the patient into the chair?	1	______
25. Secure seat belt?	1	______
26. Adjust the foot rests?	1	______
27. Adjust clothing, PRN?	1	______
28. Help patient with shoes and socks, PRN?	1	______

TO PUT PATIENT BACK TO BED

29. Unfasten seat belt?	1	______
30. Position foot rests out of the way?	1	______
31. Stand facing the patient?	1	______
32. Have patient place his/her arms around your neck?	1	______
33. Place your arms behind the patient's back?	1	______
34. Raise the patient to a standing position?	1	______
35. Turn so that your arm nearest the patient is behind his/her back?	1	______
36. Hold patient's arm with your other hand?	1	______
37. Walk the patient to the bed?	1	______
38. Turn patient so that his/her knees touch the bed?	1	______
39. Lower patient to sit on side of the bed?	1	______
40. Assist the patient to remove robe,slippers?	1	______
41. Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	______
42. Place your hands behind the patient's shoulders and lower him/her to the bed?	1	______
43. Raise the side rail?	1	______
44. Wash your hands?	1	______
45. Report anything unusual?	1	______
TOTAL	45	______

SCORECARD: CARE OF THE PATIENT IN RESTRAINTS

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 13 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Check to see if the restraint has been ordered by the patient's doctor?	1	______
3. Tell the patient what you are going to do?	1	______
4. Make sure the restraint is not too tight? (HINT: the pt. should have some movement allowed with the restraint on)	1	______
5. Remove the restraint AT LEAST every 2 hours for exercise?	5	______
6. Take patient to the bathroom while restraints are off?	1	______
7. Check the patient every 30 minutes to see if he/she is alright?	3	______
TOTAL	13	______

LAB ACTIVITY UNIT 13, LESSON 1

STUDENT'S NAME ______________________________ DATE _________

DIRECTIONS: Go to the assigned lab area. You will find food trays set up with meals and diet cards. Look at the food and decide which of the diets listed below is represented by the food on the tray. Label each diet in the space beside the number that matches the number on the food tray. Look at the diet card. Does your answer match the diet card? If the answer is yes, circle "yes" beside your answer. If the answer is no, circle "no" beside your answer.

DIETS

low calorie
low salt
clear liquid
full liquid
bland
diabetic
soft
regular

Does your answer match the diet card?

TRAY #1 _____________________________ YES NO

TRAY #2 _____________________________ YES NO

TRAY #3 _____________________________ YES NO

TRAY #4 _____________________________ YES NO

TRAY #5 _____________________________ YES NO

TRAY #7 _____________________________ YES NO

TRAY #8 _____________________________ YES NO

TRAY #9 _____________________________ YES NO

TRAY #10 _____________________________ YES NO

TRAY #11 _____________________________ YES NO

TRAY #12 _____________________________ YES NO

TRAY #13 _____________________________ YES NO

TRAY #14 _____________________________ YES NO

TRAY #15 ________________________ YES NO

TRAY #16 ________________________ YES NO

TRAY #17 ________________________ YES NO

TRAY #18 ________________________ YES NO

TRAY #19 ________________________ YES NO

TRAY #20 ________________________ YES NO

DIRECTIONS: In the blank below, write the number of each diet that you WOULD NOT serve to the patient before talking to the nurse.

____

Turn in your lab sheet to be checked.

LAB TEST UNIT 13, LESSON 1

STUDENT'S NAME ______________________________ DATE _________

DIRECTIONS: Go to the assigned lab area. You will find food trays set up with meals and diet cards. Look at the food and decide which of the diets listed below is represented by the food on the tray. Label each diet in the space beside the number that matches the number on the food tray. Look at the diet card. Does your answer match the diet card? If the answer is yes, circle "yes" beside your answer. If the answer is no, circle "no" beside your answer.

DIETS

low calorie
low salt
clear liquid
full liquid
bland
diabetic
soft
regular

Does your answer match the diet card?

TRAY #1 _____________________________ YES NO

TRAY #2 _____________________________ YES NO

TRAY #3 _____________________________ YES NO

TRAY #4 _____________________________ YES NO

TRAY #5 _____________________________ YES NO

SCORECARD: SERVE A FOOD TRAY TO A PATIENT IN THE PATIENT'S ROOM

STUDENT'S NAME ______________________ DATE__________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 30 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Straighten the patient's room?	1	
2. Offer the bedpan OR assist the patient to the bathroom?	1	
3. Wash your hands?	1	
4. Assist the patient to wash his/her face and hands?	1	
5. Rid the room of unpleasant odors?	1	
6. Check the patient's clothing and appearance for neatness and cleanliness?	1	
7. Change the patient's clothing, if needed?	1	
8. Assist patient to chair, if allowed OR raise the head of the bed?	1	
9. Turn on soft music, if possible?	1	
10. Wash the overbed table with a disinfectant?	1	
11. Place flowers or other decoration on the overbed table?	1	
11. Place a napkin in the patient's lap?	1	
12. Place a napkin under the patient's chin, if needed?	1	
13. Wash your hands?	1	
14. Check the meal at the food cart for the patient's name, type of diet and food.	1	
15. Place the food tray on the overbed table?	1	
16. Arrange the food so that the patient can reach all items?	1	
17. Open items such as milk cartons and straws for the patient?	1	
18. Feed the patient, if necessary, using small bites alternated with fluids?	1	
19. Talk to the patient during the meal?	1	
20. Observe the amount and which foods are eaten?	1	
21. Remove food tray to the cart as soon as the patient is finished?	1	
22. Offer the bedpan OR assist the patient to the bathroom?	1	
23. Assist the patient to wash his/her face and hands?	1	

24. Assist the patient with oral hygiene?	1	______
25. Change the patient's clothing, if needed?	1	______
26. Assist the patient into a comfortable and safe position?	1	______
27. Clean the overbed table, bed, chair and/or floor as needed?	1	______
28. Wash your hands?	1	______
29. Report how much food was eaten and which food was preferred according to facility policy?	1	______
30. Report any diet violations by patient? (ex. hidden salt, sugar, etc)	1	______
TOTAL	30	______

SCORECARD: SERVE A FOOD TRAY TO A PATIENT IN THE DINING ROOM

STUDENT'S NAME ______________________________ DATE ________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 27 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Offer the bedpan OR assist the patient to the bathroom?	1	______
2. Wash your hands?	1	______
3. Assist the patient to wash his/her face and hands?	1	______
4. Check the patient's clothing and appearance for neatness and cleanliness?	1	______
5. Change the patient's clothing, if needed?	1	______
6. Assist patient to the dining room?	1	______
7. Assist patient to find his/her place?	1	______
8. Place a napkin in the patient's lap?	1	______
9. Place a napkin under the patient's chin, if needed?	1	______
10. Wash your hands?	1	______
11. Check the meal at the food cart for the patient's name, type of diet and food.	1	______
12. Place the food tray on the table?	1	______
13. Arrange the food so that the patient can reach all items?	1	______
14. Open items such as milk cartons and straws for the patient?	1	______
15. Feed the patient, if necessary, using small bites alternated with fluids?	1	______
16. Talk to the patient during the meal?	1	______
17. Observe the amount and which foods are eaten?	1	______
18. Remove food tray to the cart as soon as the patient is finished?	1	______
19. Assist the patient to his/her room?	1	______
20. Offer the bedpan OR assist the patient to the bathroom?	1	______
21. Assist the patient to wash his/her face and hands?	1	______
22. Assist the patient with oral hygiene?	1	______
23. Change the patient's clothing, if needed?	1	______
24. Assist the patient into a comfortable and safe position?	1	______
25. Wash your hands?	1	______

26. Report how much food was eaten and which food was preferred according to facility policy?	1	______
27. Report any diet violations by patient? (ex. hidden salt, sugar, etc)	1	______
TOTAL	27	______

SCORECARD: FEED A DEPENDENT PATIENT

STUDENT'S NAME ______________________________ DATE ____________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 29 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Offer the bedpan OR assist the patient to the bathroom?	1	______
2. Wash your hands?	1	______
3. Assist the patient to wash his/her face and hands?	1	______
4. Check the patient's clothing and appearance for neatness and cleanliness?	1	______
5. Change the patient's clothing, if needed?	1	______
6. Assist patient into a comfortable position?	1	______
7. Place a napkin in the patient's lap?	1	______
8. Place a napkin under the patient's chin, if needed?	1	______
9. Wash your hands?	1	______
10. Check the meal at the food cart for the patient's name, type of diet and food.	1	______
11. Place the food tray on the table?	1	______
12. Arrange the food so that the patient can reach all items?	1	______
13. Open items such as milk cartons and straws for the patient?	1	______
14. Feed the patient, if necessary, using small bites alternated with fluids?	1	______
15. Talk to the patient during the meal?	1	______
16. Observe the amount and which foods are eaten?	1	______
17. Remove food tray to the cart as soon as the patient is finished?	1	______
18. Assist the patient to his/her room?	1	______
19. Offer the bedpan OR assist the patient to the bathroom?	1	______
20. Assist the patient to wash his/her face and hands?	1	______
21. Assist the patient with oral hygiene?	1	______
22. Change the patient's clothing, if needed?	1	______
23. Assist the patient into a comfortable and safe position?	1	______
24. Wash your hands?	1	______

25. Report how much food was eaten and which food was preferred according to facility policy?	1	
26. Report any diet violations by patient? (ex. hidden salt, sugar, etc)	1	
27. Demonstrate how to feed a blind patient?	1	
28. Demonstrate how to feed a patient who must lie flat?	1	
29. Demonstrate how to feed a patient who is paralyzed on one side of the mouth?	1	
TOTAL	29	

CHECKLIST: MEASURING INTAKE AND OUTPUT

STUDENT'S NAME ______________________________ DATE _____________

DIRECTIONS: The teacher will observe you caring measuring intake and output three (3) separate times during your PCA training to see if you are doing the procedure correctly. The following are the behaviors that you should be doing. You must be able to answer yes to ALL the behaviors on three separate observations in order to master this objective.

OBSERVATION DATE	1._____	2._____	3.____
DID YOU:			
1. Wear gloves while handling patient "output"?	YES/NO	YES/NO	YES/NO
2. Measure liquids in a standard graduated measure?	YES/NO	YES/NO	YES/NO
3. Measure intake and output correctly?	YES/NO	YES/NO	YES/NO
4. Record intake and output on the proper form?	YES/NO	YES/NO	YES/NO
5. Record intake and output correctly?	YES/NO	YES/NO	YES/NO
6. Convert ounces to cc's or cc's to ounces correctly?	YES/NO	YES/NO	YES/NO
7. Wash your hands after handling patient output?	YES/NO	YES/NO	YES/NO

SCORECARD: ASSISTING A PATIENT OUT OF BED TO THE BATHROOM

STUDENT'S NAME ____________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 50 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Put on gloves?	5	____
2. Tell the patient what you are going to do?	1	____
3. Close the door and/or close the curtain?	1	____
4. Make sure the bed is locked?	1	____
5. Move patient to the side of the bed closest to you?	1	____
6. Adjust bed to LH position?	1	____
7. Have patient place his/her arms around your neck?	1	____
8. Stand with your legs slightly apart and your knees bent?	1	____
9. Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	____
10. Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	____
11. Allow the patient to rest in this position for a moment to regain balance?	1	____
12. Assist patient to put on robe?	1	____
13. Help patient with shoes and socks?	1	____
14. Stand beside patient to prevent him/her from falling?	1	____
15. Stand facing the patient, your feet slightly spread, with one foot 2-3 " in front of the other and knees bent slightly?	1	____
16. Have patient place his/her arms around your neck?	1	____
17. Place your hands behind the patient's back?	1	____
18. Slide the patient forward until his/her feet touch the floor?	1	____
19. Turn your body to the side and place the arm nearest the pt around the pt's waist?	1	____
20. Grasp the patient's arm with your other hand?	1	____
21. Walk the patient to the bathroom or bed-		

	side commode?	1	
22.	Assist the patient to adjust clothing, PRN?	1	
23.	Steady the patient as you assist them to sit?	1	
24.	Make sure call light and toilet paper are within easy reach of the patient?	1	
25.	Stand just outside the door or curtain, if safe for the patient?	1	
26.	When patient is finished, assist with cleaning, PRN?	1	
27.	Have patient place his/her arms around your neck?	1	
28.	Steady the patient as you lift him/her off the toilet?	1	
29.	Assist patient to adjust clothing, PRN?	1	
TO PUT PATIENT BACK TO BED			
30.	Walk the patient to the bed?	1	
31.	Turn patient so that his/her knees touch the bed?	1	
32.	Lower patient to sit on side of the bed?	1	
33.	Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	
34.	Place your hands behind the patient's shoulders and lower him/her to the bed?	1	
35.	Raise the side rail?	1	
36.	Bring a basin, soap, and washcloth for the patient to wash his/her hands?	5	
37.	Remove your gloves?	1	
37.	Wash your hands?	5	
38.	Report according to facility policy?	1	
	TOTAL	50	

SCORECARD: ASSISTING A PATIENT ONTO THE BEDPAN, METHOD ONE

STUDENT'S NAME ______________________ DATE ________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 28 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Put on gloves?	5	
2. Tell the patient what you are going to do?	1	
3. Close the door and/or close the curtain?	1	
4. Make sure the bed is locked?	1	
5. Move patient to the side of the bed closest to you?	1	
6. Adjust bed to HH position?	1	
7. Make sure the bedpan is clean, dry and warm? (HINT: warm by running warm water over, then drying and powdering the rim so that the pan slides more easily)	1	
8. Have the patient to bend his/her knees with their feet flat on the mattress and push to raise their buttocks off the bed?	1	
9. Slide the bedpan under their buttocks, positioning it to catch both urine and stool?	1	
10. Raise the head of the bed as much as possible ?	1	
11. Place toilet tissue and call light within easy reach of patient?	1	
12. Check with patient frequently?	1	
13. Assist the patient with cleaning, as needed by either wiping between the legs while on the pan OR rolling the patient off the pan onto their side and cleaning in this position?	1	
14. Remove the pan as soon as possible?	1	
15. Observe contents of the pan for reporting?	1	
16. Empty the pan into the toilet immediately?	1	
17. Clean and dry the pan?	1	
18. Store the pan in the appropriate place?	1	
19. Remove your gloves?	1	
20. Wash your hands?	1	
21. Assist the patient to wash their hands with a basin, soap, water and a washcloth?	1	
22. Place the patient in a comfortable		

position?	1	
23. Wash your hands?	1	
24. Report according to facility policy?	1	
TOTAL	28	

SCORECARD: ASSISTING A PATIENT ONTO THE BEDPAN, METHOD TWO

STUDENT'S NAME ______________________________ DATE _____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 29 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Put on gloves?	5	_____
2. Tell the patient what you are going to do?	1	_____
3. Close the door and/or close the curtain?	1	_____
4. Make sure the bed is locked?	1	_____
5. Move patient to the side of the bed closest to you?	1	_____
6. Adjust bed to HH position?	1	_____
7. Make sure the bedpan is clean, dry and warm? (HINT: warm by running warm water over, then drying and powdering the rim so that the pan slides more easily)	1	_____
8. Have the patient to roll onto their side away from you?	1	_____
9. Position the bedpan against their buttocks, positioning it to catch both urine and stool?	1	_____
10. Roll the patient onto their back,holding the pan in place?	1	_____
11. Raise the head of the bed as much as possible ?	1	_____
12. Place toilet tissue and call light within easy reach of patient?	1	_____
13. Check with patient frequently?	1	_____
14. Assist the patient with cleaning, as needed by either wiping between the legs while on the pan OR rolling the patient off the pan onto their side and cleaning in this position?	1	_____
15. Remove the pan as soon as possible?	1	_____
16. Observe contents of the pan for reporting?	1	_____
17. Empty the pan into the toilet immediately?	1	_____
18. Clean and dry the pan?	1	_____
19. Store the pan in the appropriate place?	1	_____
20. Remove your gloves?	1	_____

21. Wash your hands?	1	
22. Assist the patient to wash their hands with a basin, soap, water and a washcloth?	1	
23. Place the patient in a comfortable position?	1	
24. Wash your hands?	1	
25. Report according to facility policy?	1	
TOTAL	29	

SCORECARD: OFFER THE URINAL TO A PATIENT

STUDENT'S NAME ______________________________ DATE ____________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 20 on this skill in order to show mastery.

DID YOU:		perfect score	your score
1.	Put on gloves?	5	______
2.	Tell the patient what you are going to do?	1	______
3.	Close the door and/or close the curtain?	1	______
4.	Make sure the urinal is clean and dry?	1	______
5.	If patient is able to use the urinal alone, leave the urinal, toilet tissue and the call light within easy reach of the patient?	1	______
6.	If the patient is unable to use the urinal alone, place the urinal between the patient's legs and place the penis into the urinal?	1	______
7.	Hold the urinal until the patient is finished voiding?	1	______
8.	Wipe excess urine from the penis with toilet tissue?	1	______
9.	Empty and clean the urinal?	1	______
10.	Store the urinal in the proper place?	1	______
11.	Remove your gloves?	1	______
12.	Wash your hands?	1	______
13.	Give the patient a wet cloth to wash his hands?	1	______
14.	Place the patient in a comfortable position?	1	______
15.	Wash your hands?	1	______
16.	Report according to facility policy?	1	______
	TOTAL	20	______

SCORECARD: COLLECT A STOOL SPECIMEN

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 16 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Set up the equipment in the patient's bathroom? (gloves, specimen cup,label, & tongue blade)	1	______
2. Fill out the label for the specimen cup?	1	______
3. Apply the label to the SIDE of the specimen cup?	1	______
4. Put on the non sterile gloves?	1	______
5. Remove the bedpan containing the feces from the patient and take to the patient's bathroom?	1	______
6. Dip a portion of the feces from the pan into the specimen cup using the tongue blade?	1	______
7. Discard tongue depressor into a lined trash can?	1	______
8. Place the lid on the specimen cup?	1	______
9. Empty the pan into the toilet?	1	______
10. Clean and dry pan?	1	______
11. Store the bedpan in the proper place?	1	______
12. Remove the gloves and place in a lined trash can?	1	______
13. Take the liner from the can to the garbage disposal?	1	______
14. Replace soiled liner with clean liner?	1	______
15. Take specimen to the proper place?	1	______
16. Wash your hands?	1	______
TOTAL	16	______

SCORECARD: REMOVE A FECAL IMPACTION

STUDENT'S NAME ______________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 22 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment? (gloves, bedpan, blue pad, toilet paper, lubricating jelly)	1	______
2. Close the door or curtain?	1	______
3. Tell the patient what you are going to do?	1	______
4. Wash your hands?	1	______
5. Place the bedpan and tissue on the bedside table?	1	______
6. Put the bed in HH position?	1	______
7. Lower the side rail nearest you?	1	______
8. Move the patient to the side of the bed closest to you?	1	______
9. Ask the patient to roll onto their left side into the Simm's position?	1	______
10. Place the underpad under the patient's buttocks?	1	______
11. Put on the non-sterile gloves?	1	______
12. Lubricate two fingers of one of your hand with lubricating jelly?	1	______
Insert your fingers into the patient's rectum and feel for the feces?	1	______
Pull the feces from the rectum and place in the bedpan?	1	______
Repeat until all feces is removed?	1	______
13. Suggest that patient take deep breaths?		
14. Assist patient with cleaning if needed when finished?	1	______
15. Observe contents of pan for reporting?	1	______
16. Clean and dry pan?	1	______
17. Store pan in proper place?	1	______
18. Wash your hands?	1	______
19. Clean the bed, PRN?	1	______
20. Position the patient in a comfortable position?	1	______
21. Raise the side rail?	1	______
Wash your hands?	1	______
22. Report according to facility policy?	1	______
TOTAL	22	______

SCORECARD: COLLECT A ROUTINE URINE SPECIMEN

STUDENT'S NAME ______________________ DATE __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 8 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. If patient is able to go to the bathroom without assistance, give the patient a specimen cup and ask them to void a small amount into the cup?	1	
2. If the patient cannot use the bathroom unassisted, obtain the urine from the bedpan?	1	
3. Pour the urine into a specimen container?	1	
4. Place lid on specimen container?	1	
5. Fill out the label?	1	
6. Apply the label to the side of the specimen container?	1	
7. Take specimen to the proper place?	1	
8. Wash your hands?	1	
9. Report according to facility policy?	1	
TOTAL	8	

SCORECARD: COLLECT A CLEAN CATCH URINE SPECIMEN FOR A FEMALE PATIENT

STUDENT'S NAME ______________________________

DATE _______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 33 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment?(sterile specimen cup, nine large cotton balls,gloves, antiseptic solution in a paper cup, bedpan)	1	______
2. Close the door or curtain?	1	______
3. Tell the patient what you are going to do?	1	______
4. Wash your hands?	1	______
5. Put on the gloves?	1	______
6. Put the bed in HH position?	1	______
7. Lower the side rail?	1	______
8. Move the patient to the side of the bed nearest you?	1	______
9. Cover the patient's chest with a blanket?	1	______
10. Fold the sheet back to the patient's knees?	1	______
11. Place the patient on the bedpan?	1	______
12. Spread the patient's legs ?	1	______
13. Wash the perineum using 3 separate strokes and cotton balls,going from top to bottom?	1	______
14. Rinse the perineum using 3 separate strokes and cotton balls,going from top to bottom?	1	______
15. Dry the perineum using 3 separate strokes and cotton balls,going from top to bottom?	1	______
16. Discard all cotton balls into the pan?	1	______
17. Ask the patient to begin to void into the pan and then to stop?	1	______
18. Open the sterile specimen cup without touching the inside of the lid or cup?	1	______
19. Hold the cup between the patient's legs not touching the perineum?	1	______
20. Ask the patient to void into the cup?	1	______
21. Immediately place the lid on the cup without touching the inside?	1	______
22. Remove the pan from under the patient?	1	______
23. Measure the urine and note amount,PRN?	1	______
24. Place the patient in a comfortable position?	1	______

25. Raise the side rail?	1	______
26. Empty, wash, dry and store pan?	1	______
27. Remove your gloves?	1	______
28. Wash your hands?	1	______
29. Fill out the label for the specimen?	1	______
30. Place the label on the side of the cup?	1	______
31. Take the specimen to the proper place?	1	______
32. Wash your hands?	1	______
33. Report according to facility policy?	1	______
TOTAL	33	______

SCORECARD: COLLECT A CLEAN CATCH URINE SPECIMEN FOR A MALE PATIENT

STUDENT'S NAME ______________________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 34 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment?(sterile specimen cup, nine large cotton balls,gloves, antiseptic solution in a paper cup, bedpan,bluepad)	1	
2. Close the door or curtain?	1	
3. Tell the patient what you are going to do?	1	
4. Put on your gloves?	1	
5. Wash your hands?	1	
6. Put the bed in HH position?	1	
7. Lower the side rail?	1	
8. Move the patient to the side of the bed nearest you?	1	
9. Cover the patient's chest with a blanket?	1	
10. Fold the sheet back to the patient's knees?	1	
11. Place the bluepad on the bed?	1	
12. Place the bedpan on the bluepad?	1	
13. Wash the penis using 3 separate cotton balls moving in a circle from the urinary meatus to below the glans penis?	1	
14. Discard the cotton balls into the pan?	1	
15. Rinse the penis using 3 separate strokes moving in a circle from the urinary meatus to below the glans penis?	1	
16. Discard each cotton ball into the pan?	1	
17. Dry the penis using 3 separate strokes moving in a circle from the urinary meatus to below the glans penis?	1	
18. Discard each cotton ball into the pan?	1	
18. Hand the urinal to the patient?	1	
19. Ask the patient to begin to void into the urinal and then to stop?	1	
20. Open the sterile specimen cup without touching the inside of the lid or cup?	1	
21. Hold the cup between the patient's legs not touching the perineum?	1	
22. Ask the patient to void into the cup?	1	
23. Immediately place the lid on the cup with-		

	out touching the inside?	1	______
24.	Take the urinal from the patient?	1	______
25.	Place the patient in a comfortable position?	1	______
26.	Raise the side rail?	1	______
27.	Empty, wash, dry and store pan?	1	______
28.	Remove your gloves?		
29.	Wash your hands?	1	______
30.	Fill out the label for the specimen?	1	______
31.	Place the label on the side of the cup?	1	______
32.	Take the specimen to the proper place?	1	______
33.	Wash your hands?	1	______
34.	Report according to facility policy?	1	______
	TOTAL	34	______

SCORECARD: COLLECT A 24 HOUR URINE SPECIMEN

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 14 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment?(gallon jug, label, bedpan, pitcher,ice,bath basin)	1	______
2. Close the door or curtain?	1	______
3. Tell the patient what you are going to do?	1	______
4. Wash your hands?	1	______
5. Ask the patient to void?	1	______
6. Discard this urine?	1	______
7. Tell the patient to ring for the bedpan when they have to void and to save all urine?	1	______
8. Fill out the label? Be sure to include date and time.	1	______
9. Place the label on the side of the jug?	1	______
10. Place the jug in the bath basin and surround with ice?	1	______
11. Place all urine voided by the patient until the same time the next day into the jug?	1	______
12. Take the jug to the proper place?	1	______
13. Wash your hands?	1	______
14. Report according to facility policy?	1	______
TOTAL	14	______

SCORECARD: TEST URINE FOR GLUCOSE (SUGAR) AND ACETONE;DIP STICK METHOD AND/OR STRIP

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 16 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment?(urine specimen cup, pad, pencil, S&A test sticks/strips, bedpan,PRN)	1	______
2. Close the door or curtain?	1	______
3. Tell the patient what you are going to do?	1	______
4. Wash your hands?	1	______
5. If patient is able to go to the bathroom without assistance, give the patient a specimen cup and ask them to void a small amount into the cup?	1	______
6. If the patient cannot use the bathroom unassisted, obtain the urine from the bedpan?	1	______
7. Take a stick/strip from the from the bottle without touching the chemical on the end?	1	______
8. Dip the chemical end into the urine?	1	______
9. Place the stick/strip across the top of the cup?	1	______
10 . Wait the required time?	1	______
11. Compare the dip stick/strip to the chart on the side of the bottle?	1	______
12. Record your results on a notepad?	1	______
13. Clean the work area?	1	______
14. Put away the equipment?	1	______
15. Wash your hands?	1	______
16. Report according to facility policy?	1	______
TOTAL	16	______

LAB ACTIVITY 14-9: MEASURING OUTPUT FROM A CATHETER

DIRECTIONS: In the lab you will find 20 catheter bags with urine hanging from the beds. The bags are numbered. Practice emptying the bags into the measure and recording the amount on this worksheet. When you are finished, turn this worksheet in for a check.

BAG #1: ____________ BAG #2 ____________

BAG #3: ____________ BAG #4 ____________

BAG #5: ____________ BAG #6 ____________

BAG #7: ____________ BAG #8 ____________

BAG #9: ____________ BAG #10 ____________

BAG #11: ____________ BAG #12 ____________

BAG #13: ____________ BAG #14 ____________

BAG #15: ____________ BAG #16 ____________

BAG #17: ____________ BAG #18 ____________

BAG #19 ____________ BAG #20 ____________

SCORECARD: CATHETER CARE (FEMALE PATIENT)

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 32 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment?(unsterile gloves, antiseptic solution,antiseptic cream, 3 cotton balls,1 large swab,4x4gauze pad, measuring pitcher,bedpan)	1	______
2. Close the door or curtain?	1	______
3. Tell the patient what you are going to do?	1	______
4. Wash your hands?	1	______
5. Put on your gloves?	1	______
6. Put the bed in HH position?	1	______
7. Lower the side rail?	1	______
8. Move the patient to the side of the bed nearest you?	1	______
9. Cover the patient's chest with a blanket?	1	______
10. Fold the sheet back to the patient's knees?	1	______
11. Place the patient on the bedpan?	1	______
12. Spread the patient's legs?	1	______
13. Wash the perineum with the antiseptic soaked cotton balls using three separate balls to stroke from top to bottom?	1	______
14. Place the antiseptic cream on the swab?	1	______
15. Wipe the cream around the catheter at the point where it enters the body?	1	______
16. Use the gauze pad to pat the perineum dry from top to bottom?	1	______
17. Remove the bedpan?	1	______
18. Place the patient in a comfortable position?	1	______
19. Straighten the bedcovers?	1	______
20. Raise the siderails	1	______
21. Position the catheter bag on the bed frame lower than the patient's body?	1	______
22. Check to see that the tubing is not kinked or mashed?	1	______
23. Empty the urine from the bag into the measure?	1	______
24. Look at the urine and remember how much is in the measure?	1	______
25. Discard the urine into the commode?	1	______
26. Rinse and dry the measure?	1	______

27. Put the measure in its proper place?	1	______
28. Empty, wash, dry and store the bedpan?	1	______
29. Remove your gloves and discard into trash?	1	______
30. Wash your hands?	1	______
31. Write the urine output on the I&O worksheet in the proper place?	1	______
32. Report according to facility policy?	1	______
TOTAL	32	______

SCORECARD: CATHETER CARE (MALE PATIENT)

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 31 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment?(unsterile gloves, antiseptic solution, antiseptic cream, 3 cotton balls, 1 large swab, 4x4gauze pad, measuring pitcher, bedpan,)	1	______
2. Close the door or curtain?	1	______
3. Tell the patient what you are going to do?	1	______
4. Wash your hands?	1	______
5. Put on gloves?	1	______
6. Put the bed in HH position?	1	______
7. Lower the side rail?	1	______
8. Move the patient to the side of the bed nearest you?	1	______
9. Cover the patient's chest with a blanket?	1	______
10. Fold the sheet back to the patient's knees?	1	______
11. Place patient on the bedpan?	1	______
12. Wash the penis with the antiseptic soaked cotton balls using three separate balls in a circular motion from the urinary meatus to below the glans penis?	1	______
13. Place the antiseptic cream on the swab?	1	______
14. Wipe the cream around the catheter at the point where it enters the body?	1	______
15. Use the gauze pad to pat the penis dry from top to bottom?	1	______
16. Remove the bedpan?	1	______
17. Place the patient in a comfortable position?	1	______
18. Straighten the bedcovers?	1	______
19. Raise the siderails?	1	______
20. Position the catheter bag on the bed frame lower than the patient's body?	1	______
21. Check to see that the tubing is not kinked or mashed?	1	______
22. Empty the urine from the bag into the measure?	1	______
23. Look at the urine and remember how much is in the measure?	1	______
24. Discard the urine into the commode?	1	______
25. Rinse and dry the measure?	1	______

26. Put the measure in its proper place?	1	______
27. Empty, wash, dry and store the bedpan?	1	______
28. Remove your gloves and discard into trash?	1	______
29. Wash your hands?	1	______
30. Write the urine output on the I&O worksheet in the proper place?	1	______
31. Report according to facility policy?	1	______
TOTAL	31	______

CHECKLIST: CARING FOR THE INCONTINENT PATIENT

STUDENT'S NAME ______________________________ DATE ___________

DIRECTIONS: The teacher will observe you caring for a patient three (3) separate times during your PCA training to see if you are doing the care correctly. The following are the behaviors that you should be doing. You must be able to answer yes to ALL the behaviors on three separate observations in order to master this objective.

OBSERVATION DATE	1._____	2._____	3.____
DID YOU:			
1. Place the patient on the bedpan of commode at the same time each day to help bowel/bladder training?	YES/NO	YES/NO	YES/NO
2. check and change the patient so that he/she is not soiled for more than 15 minutes at any one time?	YES/NO	YES/NO	YES/NO
3. provide the skin care ordered by the doctor every time the patient was changed?	YES/NO	YES/NO	YES/NO
4. use the special equipment as ordered by the doctor for the incontinent patient?	YES/NO	YES/NO	YES/NO

SCORECARD: MEASURE AN ORAL TEMPERATURE USING A GLASS THERMOMETER

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 30 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	
2. Gather equipment?(oral glass thermometer, cotton balls,soap,pad,pen)	1	
3. Provide privacy for the patient by closing the door and/or curtain?	1	
4. Tell pt what you are going to do?	1	
5. Rinse the thermometer bulb to stem?	1	
6. Check to see that the mercury is below 98.6?	1	
7. Shake down mercury, PRN?	1	
8. Place the bulb end under the patient's tongue?	1	
9. Instruct patient to close mouth but not to bite the thermometer?	1	
10. Leave in the patient's mouth 3-5 minutes?	1	
11. Remove thermometer and wipe from stem to bulb, PRN?	1	
12. Read thermometer?	1	
13. Record on your note pad?	1	
14. Wash thermometer, stem to bulb?	1	
15. Rinse thermometer, stem to bulb?	1	
16. Dry thermometer, bulb to stem?	1	
17. Return thermometer to the antiseptic solution?	1	
18. Clean your work area?	1	
19. Wash your hands?	1	
20. Report according to facility policy?	1	
21. Your reading is within .2 (2/10) points of the teacher's reading?	10	
TOTAL	30	

SCORECARD: MEASURE AN ORAL TEMPERATURE USING AN ELECTRONIC THERMOMETER

STUDENT'S NAME ______________________________ DATE _____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 16 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment?(electronic thermometer and covers,pad,pen)	1	______
3. Provide privacy for the patient by closing the door and/or curtain?	1	______
4. Tell pt what you are going to do?	1	______
5. Insert the probe into a clean thermometer cover?	1	______
6. Set the thermometer to start?	1	______
7. Place the bulb end under the patient's tongue?	1	______
8. Instruct patient to close mouth but not to bite the thermometer?	1	______
9. Leave in the patient's mouth until the beeper sounds?	1	______
10. Remove thermometer and discard the cover?	1	______
11. Read thermometer?	1	______
12. Record on your note pad?	1	______
13. Clean your work area?	1	______
14. Put away the equipment?	1	______
15. Wash your hands?	1	______
16. Report according to facility policy?	1	______
TOTAL	16	______

SCORECARD: MEASURE A RECTAL TEMPERATURE

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 41 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment?(rectal glass thermometer, cotton balls,soap,pad,pen, K-Y jelly, 2 tissues)	1	______
3. Provide privacy for the patient by closing the door and/or curtain?	1	______
4. Tell pt what you are going to do?	1	______
5. Rinse the thermometer bulb to stem?	1	______
6. Check to see that the mercury is below 98.6?	1	______
7. Shake down mercury, PRN?	1	______
8. Place the thermometer on the tissue?	1	______
9. Squeeze K-Y jelly over bulb of the thermometer?	1	______
10. Place tissue under patient's pillow?	1	______
11. Put on gloves?	1	______
12. Ask patient to turn onto their left side in the Simm's position?	1	______
13. Keep the patient covered with the top sheet?	1	______
14. Spread the buttocks?	1	______
15. Insert thermometer 3-4" into the rectum?	1	______
16. Hold for 2-3 minutes?	1	______
17. Remove thermometer?	1	______
18. Place thermometer in the tissue?	1	______
19. Clean the patient's anal area?	1	______
20. Place the patient in a comfortable position?	1	______
21. Raise the side rail?	1	______
22. Wipe thermometer stem to bulb?	1	______
23. Read thermometer?	1	______
24. Write the temperature reading on your notepad with an "r" beside it?	1	______
25. Wash thermometer with soap stem to bulb?	1	______
26. Rinse thermometer stem to bulb?	1	______
27. Dry thermometer bulb to stem?	1	______
28. Replace thermometer in the antiseptic solution?	1	______

29. Remove your gloves?	1	______
30. Wash your hands?	1	______
31. Report according to facility policy?	1	______
32. Your reading is within .2 (2/10) points of the teacher's?	10	______
TOTAL	41	______

SCORECARD: MEASURE AN AXILLARY TEMPERATURE

STUDENT'S NAME ______________________ DATE __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 38 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment?(oral glass thermometer, cotton balls,soap,pad,pen, towel)	1	______
3. Provide privacy for the patient by closing the door and/or curtain?	1	______
4. Tell pt what you are going to do?	1	______
5. Rinse the thermometer bulb to stem?	1	______
6. Check to see that the mercury is below 97.6?	1	______
7. Shake down mercury, PRN?	1	______
8. Place thermometer under patient's pillow?	1	______
9. Remove gown from one arm,keeping the breasts covered?	1	______
10. Cover the chest with a towel?	1	______
11. Wipe the axilla with the towel?	1	______
12. Place the thermometer under the patient's arm?	1	______
13. Draw patient's arm over the chest so that the arm is tight against the chest?	1	______
14. Hold for 5 minutes?	1	______
15. Remove thermometer?	1	______
16. Place thermometer under the pillow?	1	______
17. Assist the patient to dress?	1	______
18. Place the patient in a comfortable position?	1	______
19. Raise the side rail?	1	______
20. Wipe thermometer stem to bulb?	1	______
21. Read thermometer?	1	______
22. Write the temperature reading on your notepad with an "ax" beside it?	1	______
23. Wash thermometer with soap stem to bulb?	1	______
24. Rinse thermometer stem to bulb?	1	______
25. Dry thermometer bulb to stem?	1	______
26. Replace thermometer in the antiseptic solution?	1	______
27. Wash your hands?	1	______
28. Report according to facility policy?	1	______
29. Your reading is within .2 (2/10) points of the teacher's reading?	10	______
TOTAL	38	______

SCORECARD: MEASURE A RADIAL PULSE

STUDENT'S NAME ______________________ DATE __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 22 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment? (pad,pen)	1	______
3. Tell the patient what you are going to do?	1	______
4. Ask the patient to sit in a chair or lie in bed?	1	______
5. Place your second and third fingers gently over the radial artery?	1	______
6. Make sure you can feel the pulse beat?	1	______
7. Look at your watch?	1	______
8. When the second hand is on the 12, start to count the pulse for one minute?	1	______
9. Write the pulse rate on your notepad?	1	______
10. Make the patient comfortable?	1	______
11. Wash your hands?	1	______
12. Report according to facility policy?	1	______
13. Your reading is within 2 points of the teacher's?	10	______
TOTAL	22	______

SCORECARD: MEASURE RESPIRATION

STUDENT'S NAME ____________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 22 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment? (pad,pen)	1	______
3. Tell the patient what you are going to do?	1	______
4. Ask the patient to sit in a chair or lie in bed?	1	______
5. Place your second and third fingers gently over the radial artery?	1	______
6. Pretend to take the pulse but really look at the patient's chest rising?	1	______
7. Look at your watch?	1	______
8. When the second hand is on the 12, start to count the respiration for one minute?	1	______
9. Write the respiration rate on your pad?	1	______
10. Make the patient comfortable?	1	______
11. Wash your hands?	1	______
12. Report according to facility policy?	1	______
13. Your reading is within 2 points of the teacher's?	10	______
TOTAL	22	______

SCORECARD: MEASURE A BLOOD PRESSURE

STUDENT'S NAME ______________________ DATE __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 37 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	
2. Gather equipment?(BP cuff,stethoscope,2 alcohol swabs,pad,pen)	1	
3. Provide privacy for the patient by closing the door and/or curtain?	1	
4. Tell pt what you are going to do?	1	
5. Ask the patient to either sit in a chair or lie in the bed with their arm at rest at the level of their heart?	1	
6. Ask the patient to rest their arm on the table, bed, or chair arm with the palm up?	1	
7. Roll up the sleeve to above the elbow?	1	
8. Feel for the brachial pulse?	1	
9. Place the arrow on the BP cuff over the brachial pulse?	1	
10. Wrap the BP cuff tightly around the upper arm a little above the elbow?	1	
11. Clean the ear pieces of the stethoscope with the alcohol swab?	1	
12. Twist the valve clockwise to close?	1	
13. Place the stethoscope over the brachial artery?	1	
14. Listen as you pump up the BP cuff?	1	
15. Continue to pump for 30 points above the last sound you hear?	1	
16. Slowly release the valve by twisting it counter clockwise?	1	
17. Listen as you release the BP cuff?	1	
18. Remember the number of the first sound you hear? (this is systolic reading)	1	
19. Remember the number of the last sound you hear? (this is the diastolic reading)	1	
20. Release all air in the BP cuff?	1	
21. Write the BP reading on your notepad? (the first number goes over the last)	1	
22. Remove the cuff from the patient's arm?	1	
23. Make the patient comfortable?	1	

24. Clean the ear pieces of the stethoscope with the alcohol swab?	1	______
25. Put away the equipment?	1	______
26. Wash your hands?	1	______
27. Report according to facility policy?	1	______
28. Your reading is within 4 points of the teacher's reading on both the top and the bottom readings?	10	______
TOTAL	37	______

SCORECARD: TAKE VITAL SIGNS

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 68 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment?(BP cuff,stethoscope,2 alcohol swabs,electronic thermometer & cover, cotton balls, soap, pad,pen)	1	______
3. Provide privacy for the patient by closing the door and/or curtain?	1	______
4. Tell pt what you are going to do?	1	______
5. Ask the patient to either sit in a chair or lie in the bed with their arm at rest at the level of their heart?	1	______
5. Insert the probe into a clean thermometer cover?	1	______
6. Set the thermometer to start?	1	______
7. Place the bulb end under the patient's tongue?	1	______
8. Instruct patient to close mouth but not to bite the thermometer?	1	______
9. Place your second and third fingers gently over the radial artery?	1	______
10. Look at your watch?	1	______
11. When the second hand is on the 12, start to count the pulse for one minute?	1	______
12. Without moving your fingers, remember the pulse and then count the respiration for for one minute?	1	______
13. Write the pulse and respiration rate on your pad?	1	______
14. Remove the probe from the patient's mouth?	1	______
15. Discard the probe cover into the trash?	1	______
16. Read the temperature?	1	______
17. Write the temperature on your pad?	1	______
18. Roll up the sleeve to above the elbow?	1	______
19. Feel for the brachial pulse?	1	______
20. Place the arrow on the BP cuff over the brachial pulse?	1	______
21. Wrap the BP cuff tightly around the upper arm a little above the elbow?	1	______
22. Clean the ear pieces of the stethoscope		

with the alcohol swab?	1	______
23. Twist the valve clockwise to close?	1	______
24. Place the stethoscope over the brachial artery?	1	______
25. Listen as you pump up the BP cuff?	1	______
26. Continue to pump for 30 points above the last sound you hear?	1	______
27. Slowly release the valve by twisting it counter clockwise?	1	______
28. Listen as you release the BP cuff?	1	______
29. Remember the number of the first sound you hear? (this is systolic reading)	1	______
30. Remember the number of the last sound you hear? (this is the diastolic reading)	1	______
31. Release all air in the BP cuff?	1	______
32. Write the BP reading on your notepad? (the first number goes over the last)	1	______
33. Remove the cuff from the patient's arm?	1	______
34. Make the patient comfortable?	1	______
35. Clean the ear pieces of the stethoscope with the alcohol swab?	1	______
36. Put away the equipment?	1	______
37. Wash your hands?	1	______
38. Report according to facility policy?	1	______
39. Your BP reading is within 4 points of the teacher's reading on both the top and the bottom readings?	10	______
40. Your P rate is within 2 points of the teacher's reading?	10	______
41. Your R reading is within 2 points of the teacher's reading?	10	______
TOTAL	68	______

SCORECARD: MEASURE HEIGHT AND WEIGHT

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 37 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Gather equipment?(scale,pad,pen)?	1	_____
3. Either assist the patient to the scale OR take the portable scale to the patient?	1	_____
4. Provide privacy for the patient by closing the door and/or curtain?	1	_____
5. Tell pt what you are going to do?	1	_____
6. Adjust the height stick higher than the patient's height?	1	_____
7. Balance the scale?	1	_____
8. Place a paper towel on the scale?	1	_____
9. Assist the patient to step onto the scale?	1	_____
10. Ask the patient to stand up straight and look straight ahead?	1	_____
11. Lower the height measure to touch the patient's head?	1	_____
12. Write the patient's height on your pad ?	1	_____
13. Adjust the scale until it balances?	1	_____
14. Read the patient's weight?	1	_____
15. Write the patient's weight on your pad?	1	_____
16. Assist the patient off the scale?	1	_____
17. Clean up your work area?	1	_____
18. Wash your hands?	1	_____
19. Report according to facility policy?	1	_____
20. Your weight measure was within 1/4 pound of the teacher's measure?	10	_____
21. Your height measure was within 1/4 pound of the teacher's measure?	10	_____
TOTAL	39	_____

SCORECARD: POST MORTEM CARE

STUDENT'S NAME ______________________________ DATE _____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 15 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment?	1	______
3. Provide privacy for the patient by closing the door and/or curtain?	1	______
4. Put on gloves?	1	______
5. Put the body in a flat position with the head on one pillow?	1	______
6. Place the patient's hands on his/her chest?	1	______
7. Put the patient's false teeth into his/her mouth?	1	______
8. Close the patient's mouth and eyes?	1	______
9. Give a complete bed bath?	1	______
10. Dress the patient in clean clothes?	1	______
11. Comb the patient's hair?	1	______
12. Cover the perineal area with a pad to catch any drainage?	1	______
13. Remove your gloves?	1	______
14. Wash your hands?	1	______
15. Pack the patient's belongings for the family?	1	______
TOTAL	15	______

SCORECARD: DRESSING AND UNDRESSING A DEPENDENT PATIENT

STUDENT'S NAME________________________________ DATE_______________

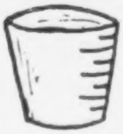
DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 13 on this skill in order to show mastery.

DID YOU:

		Perfect Score		Your Score
			Dressing	
1.	Remove bed gown or pajamas and any soiled linen from under the patient?	1		_____
2.	Assist patient to put on underclothes, stockings and slacks while lying down?	1		_____
3.	Assist the patient to put on skirt or dress while sitting up in bed or chair.	1		_____
4.	Help patient put on shoes before standing up from bed.	1		_____
			Undressing	
5.	Remove patient's shoes while patient is sitting or lying down on bed.	1		_____
6.	Unzip or unbutton patient's clothes before lying down.	1		_____
7.	Pull lower part of clothes over buttocks (dress/slip).	1		_____

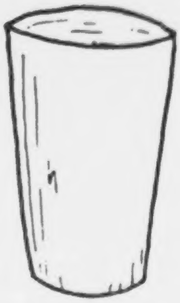
8.	Remove undergarments.	1	______
9.	Check skin for reddened areas.	1	______
10.	Place soiled clothing in laundry.	1	______
11.	Hang clean clothing on hangers in patient's closet.	1	______
12.	Make sure patient is comfortable.	1	______
13.	Place nurses' call light within reach.	1	______
	Total	13	______

INTAKE AND OUTPUT WORKSHEET


MEDICINE
CUP

______ oz

______ cc


JUICE
GLASS

______ oz

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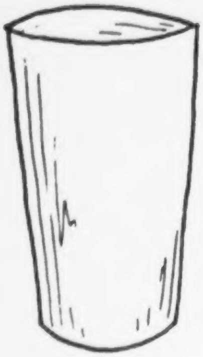
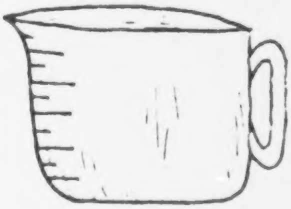

TEA
GLASS

______ oz

______ cc


CUP

______ oz

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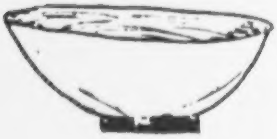
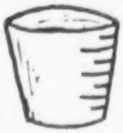

BOWL

______ oz

______ cc

SG-119 by: Cassie Hurt

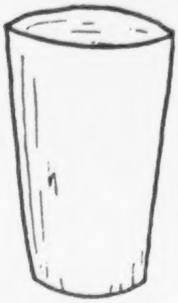
INTAKE AND OUTPUT WORKSHEET



MEDICINE
CUP

________ oz

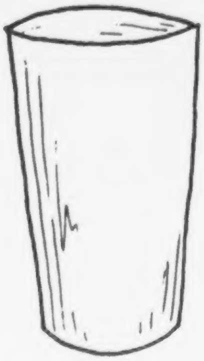
________ cc



JUICE
GLASS

________ oz

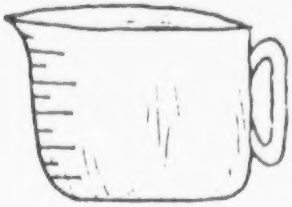
________ cc



TEA
GLASS

________ oz

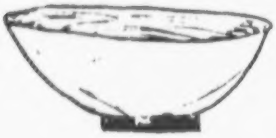
________ cc



CUP

________ oz

________ cc



BOWL

________ oz

________ cc

by: Cassie Hurt

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UNIT ONE: THE ROLE OF THE PATIENT CARE ASSISTANT

UNIT OBJECTIVE: Upon completion of this unit, the PCA will be able to define, orally or in writing, the job of "patient care assistant" and identify ten duties of the PCA, as well as identify the characteristics of a geriatric patient and appropriate responses to the patient. Evaluation of this unit will be the completion of the worksheet with a score of 80% or above.

The following lessons have been planned to assist you in reaching the unit objective:

LESSON ONE: The Role of the Patient Care Assistant (PCA)

LESSON TWO: Physical Signs of Aging

LESSON THREE: The Aging Process and the PCA

VOCABULARY

career ladder

certified

discrimination

geriatric

health care team

PCA

physical abuse

sexual harassment

LESSON ONE: THE ROLE OF THE PATIENT CARE ASSISTANT

PERFORMANCE OBJECTIVE: Upon completion of this lesson, the PCA will be able to describe the job, "patient care assistant", orally or in writing. Specifically, the PCA will:

1. define "patient care assistant"
2. define "certified"
3. define "career ladder"
4. list duties of the PCA
5. define health care team

Evaluation of this lesson will be the completion of a worksheet with a score of 80% or above.

RESOURCES:

Paulson-Goodwin, pp. 20-23

AHCA film # CAV013: "Your Role on the Health Care Team"

Teacher lecture

Information Sheet, "The Health Care Team"

SUGGESTED ACTIVITIES FOR UNIT 1, LESSON 1

1. Listen to the teacher lecture.
2. Read the information sheet, "The Health Care Team".
3. Read in Paulson-Goodwin, pages 20-23.
4. See the AHCA film #CAV013, "Your Role on the Health Care Team".
5. Complete the worksheet for lesson 1.

INFORMATION SHEET: THE HEALTH CARE TEAM

DOCTOR (dr.)

DIRECTOR OF NURSES (RN)----------------DIETITIAN
PHYSICAL THERAPIST
CHARGE NURSE (LPN) SOCIAL WORKER
HOUSEKEEPING
PATIENT CARE ASSISTANT (PCA) LAUNDRY
MAINTENANCE

The people who work in nursing homes and are responsible for the health and care of patients are said to be a health care team. Every member of the team is important because each member has different duties that are important to the total care of the patient.

The Patient Care Assistant is the person in the nursing home who does most of the taking care of the patients. Patient Care Assistant is abbreviated like this: PCA.

The PCA has classes at the nursing home as a part of the work day. This is so that the teacher can show you how to take good care of your patients. The PCA will be "certified" when he/she has finished with the training and has shown the teacher that they can do all the duties that a PCA may be asked to do in the nursing home. "Certified" means that the Georgia Health Care Association and the State of Georgia has tested you and you are able to give good quality care to patients in the nursing homes of Georgia.

Certification is something to be proud of because it says that you are good at what you do. This makes you feel good about yourself and your job. It also makes the people who live in nursing homes and their families feel very good about the way that the patients are treated in nursing homes in Georgia.

If you find that you like being a PCA and think that you may wish to do this for a career, then you may choose to be a PCA for the rest of your life. Or, you may decide that you would like to become an Licenced Practical Nurse (LPN) or a Registered Nurse (RN). Being a PCA will help you climb the career ladder by giving you the experience you need to be good at what you do. A career ladder is a series of jobs that are alike. You start at the bottom of the ladder at the job that takes the least amount of education and climb the ladder to jobs that take more education. Or, you might choose a career somewhere on the ladder and start your career training them right now in Georgia, the career ladder for doing nursing care in nursing home looks like this:

RN

LPN

PCA

The PCA does many duties in the nursing home. Some examples are to help the patient to keep clean by giving baths, cleaning and filing nails, washing and combing the hair and helping them with oral hygiene. Another duty is to help the patient move by helping out of bed, helping them to walk, and many other things. Your teacher will tell you more things that you will be asked to do as a PCA.

WORKSHEET FOR UNIT 1, LESSON 1

STUDENT'S NAME______________________________ DATE______________

DIRECTIONS: After hearing the teacher lecture and reading the information sheet, "The Health Care Team", fill in the blanks in the questions below.

1. The people who work in nursing homes and are responsible for the health and care of patients are said to be a __________

2. The Health Care Team of the Nursing Home

   DOCTOR

   ____

   CHARGE NURSE

   ____

3. The member of the health care team that does most of the basic care of the patients is called the ____________________.

4. When the Georgia Health Care Association and the State of Georgia test and you say that you are good at your job, we say that you are ____________________.

5. A series of jobs that are alike but require different amounts of education are said to be a ____________________.

6. Five duties of a PCA are______________, ______________, ______________, ______________, and ______________.

LESSON TWO: PHYSICAL SIGNS OF AGING

PERFORMANCE OBJECTIVE: Upon completion of this lesson, the PCA will be able to list seven (7) signs and symptoms of the aging process and describe orally or in writing ways to help the patient adapt to these changes.

RESOURCES: Teacher lecture-class discussion

SUGGESTED ACTIVITIES FOR UNIT 1, LESSON 2

1. Listen to the teacher lecture and participate in the class discussion. (see teacher's guide)
2. Practice what you have learned in a role play situation guided by the teacher. (see teacher's guide)

LESSON THREE: THE AGING PROCESS AND THE PCA

PERFORMANCE OBJECTIVE: Upon completion of this lesson, the PCA will be able to list, orally or in writing, at least 5 characteristics of the aging process. The PCA will participate in a role play and/or questioning session devised by the teacher.

RESOURCES: Teacher lecture

UNIT TWO: PSYCHO-SOCIAL NEEDS OF THE GERIATRIC PATIENT

UNIT OBJECTIVE: Upon completion of this unit, the PCA will work as a part of the nursing home team in order to assist the patient to cope with the psycho-social needs of aging as well as those of living in a nursing home.

The following lessons have been planned to assist you in reaching the unit objective:

LESSON ONE: Psycho-Social Needs of the Geriatric Patient

LESSON TWO: Showing Empathy for the Geriatric Patient

VOCABULARY

active listening
empathy
geriatric
psycho-social needs
reality orientation
sympathy

MEDICAL ABBREVIATIONS

PRN
S/S

LESSON ONE: PSYCHO-SOCIAL NEEDS OF THE GERIATRIC PATIENT

PERFORMANCE OBJECTIVE: Upon completion of this lesson, the PCA will show an awareness of psycho-social needs of the geriatric patient that lives in a resident care facility. Specifically, the PCA will assist the patient to cope with-

1. community living
2. death of a spouse, peer, and/or self
3. feelings of uselessness
4. feelings of hopelessness
5. feelings of helplessness
6. sexual needs
7. need for privacy and respect
8. need for attention and affection through active listening and touch
9. need for stability through reality orientation

RESOURCES: Paulson-Goodwin, pp. 48-52; 55-59; 62-64; 68-69
AHCA film # CAV003: "Happiness is Helping"
Teacher lecture (see teacher's guide)

SUGGESTED ACTIVITIES FOR UNIT 2, LESSON 1

1. Listen to the teacher lecture.
2. Read in Paulson-Goodwin as directed by the teacher.
3. See the AHCA film #CAV003, Happiness is Helping".
4. Participate in a role play discussion of psycho-social needs of the geriatric patient as directed by the teacher.
5. Participate in a questioning session directed by the teacher in order to review this objective.

LESSON TWO: SHOWING EMPATHY FOR THE GERIATRIC PATIENT

PERFORMANCE OBJECTIVE: Upon completion of this lesson, the PCA will show empathy for the geriatric patient who lives in a resident care facility. Specifically, the PCA will -

1. prepare the patient unit for the arrival of a new patient
2. knock before entering the patient's unit
3. introduce self upon entering a patient's unit, PRN
4. label patient's belongings, PRN
5. straighten patient's belongings, PRN
6. assist the patient to prepare for discharge, PRN

RESOURCES: Teacher lecture (see teacher's guide)

SUGGESTED ACTIVITIES FOR UNIT 2, LESSON 2

1. Listen to the teacher lecture.
2. Participate in the lecture and class discussion as directed by the teacher.
5. Participate in a questioning session directed by the teacher in order to review this objective.

UNIT THREE: WORK ETHICS

UNIT OBJECTIVES: Upon completion of this unit, the PCA will show an understanding of good work ethics by demonstrating them at the nursing home where he/she is employed.

The following lessons have been planned to assist you in reaching the unit objective:

LESSON ONE:	Legal and Ethical Issues
LESSON TWO:	Developing a Personal Code of Ethics

VOCABULARY

code of ethics
confidentiality
ethical
legal
policy
procedure

LESSON ONE: LEGAL AND ETHICAL ISSUES

PERFORMANCE OBJECTIVE: Upon completion of this lesson, the PCA will show an understanding of legal and ethical issues of working in a health care facility.

Specifically, the PCA will-

1. define "legal issues"
2. define "ethical issues"
3. define "patient confidentiality"
4. define "facility policy"
5. define "facility procedure"

RESOURCES: Paulson-Goodwin, pp. 40-43

Teacher lecture

SUGGESTED ACTIVITIES FOR UNIT 3, LESSON 1

1. Listen to the teacher lecture.
2. Read in Paulson-Goodwin pp. 40-43.
3. Complete the review sheet for lesson 1.

REVIEW SHEET FOR UNIT 3, LESSON 1

LEGAL AND ETHICAL ISSUES

STUDENT'S NAME________________________________ DATE______________

DIRECTIONS: Match the definitions in column A to the correct word in Column B. Write the letter of your answer in the blank to the left of the number of the definition.

COLUMN A

_______ 1. having to do with moral standards and being able to tell right from wrong

_______ 2. right within the law

_______ 3. a guideline that governs an activity that employees are expected to follow

_______ 4. a set of written directions for doing a task that is accepted as correct by the employer

_______ 5. keeping information about patients and/or the facility private

COLUMN B

A. confidential

B. ethics

C. legal

D. policy

E. procedure

LESSON TWO: DEVELOPING A PERSONAL CODE OF ETHICS

PERFORMANCE OBJECTIVE: Upon completion of this lesson, the PCA will show an understanding of legal ethical issues of working in health facility by developing a personal code of ethics. The PCA will do this by filling out a self evaluation for 10 working days. At the end of this time the PCA will participate in a group discussion and/or personal interview with the teacher to evaluate the PCA's understanding of proper work ethics. During the interview/discussion, the PCA will identify, orally or in writing, a personal code of ethics.

RESOURCES: Paulson-Goodwin, pp. 34-36
Teacher lecture (see teacher's guide)

SUGGESTED ACTIVITIES FOR UNIT 3, LESSON 2

1. Read in Paulson-Goodwin pp. 34-36
2. Listen to the teacher lecture and participate in the class discussion.
3. Participate in a role play activity directed by the teacher.
4. Fill out a self evaluation for 10 working days. At the end of this time, participate in a group discussion and/or personal interview with the teacher to evaluate your understanding of proper work ethics.
5. During the interview/discussion, the teacher will ask you to identify, orally or in writing, a personal code of ethics.

CHECKLIST: PERSONAL CODE OF ETHICS

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Check the student's understanding of work ethics by using the criteria below. If you can answer "YES" to the question, give the student the perfect score for that question. To find out how well the student has internalized the criteria, add the points and compare them to the perfect score. The student must score 9 / 11 on this checklist in order to show mastery.

	THE STUDENT:	perfect score	your score
1.	Can plan, organize work.	1	____
2.	Follows directions / asks for clarification.	1	____
3.	Comes to work neatly groomed and appropriately dressed.	1	____
4.	Provides quality care to patients.	1	____
5.	Reports to work on time. (9/10 days)	1	____
6.	Is seldom absent. (present 10/10 days)	1	____
7..	Takes pride in his/her work.	1	____
8.	Has appropriate interpersonal relationships with patients and staff.	1	____
10.	Abides by policies and procedures.	1	____
11.	Leaves personal life at home.	1	____
	TOTAL		____

DAILY CLINICAL EVALUATION

STUDENT ______________________________ DATE _________________

PLEASE RATE YOURSELF ON A SCALE OF 0 (POOR) TO 2 (EXCELLENT)
Behavior occurred today = 2
Behavior failed to occur one time = 1
Behavior failed to occur more than one time = 0

1. Student in uniform required by facility
2. Designated name tag worn
3. Personal hygiene (neat, clean, appropriate make-up)
4. Hair (hair is away from face and off the shoulder)
5. Jewelry (watch has second hand, earrings are studs only, no rings)
6. Student is on time
7. Job attitude (accepts assigned tasks pleasantly)
8. Dependability (works with minimum supervision)
9. Care of work area / equipment (leaves work area clean and in order for next person)
10. Quality of work (meets standard set by the objective)
11. Organization of work (organized, done by standards in time allotted)
12. Flexibility (accepts interruptions and changes that occur as part of the job).
13. Initiative (seeks new assignment when task is completed)
14. Work rules/regulations (accepts agency policies and procedures and abides by them)
15. Relationship to supervisor (accepts suggestions with positive attitude and without show of irritation)
16. Relationship to co-workers (see #14)

TASK	M	TU	W	TH	F	SAT	SUN
1. Uniform							
2. Name tag							
3. Personal hygiene							
4. Hair							
5. Jewelry							
6. Punctual							
7. Attitude							
8. Dependability							
9. Care of work area/equipment							
10. Quality of work							
11. Organization of work							
12. Flexibility							
13. Initiative							
14. Work rules/regulations							
15. Relationship to supervisor							
16. Relationship to co-workers							

UNIT FOUR: LEGAL ISSUES

UNIT OBJECTIVE: Upon completion of this unit, the PCA will show an understanding of the legal issues involved in working at a nursing home by following the policies and procedures of the facility and the law while giving care to the patients in the nursing home.

The following lessons have been planned to assist you in reaching the unit objective:

LESSON ONE: The Patient's Rights
LESSON TWO: Documentation

VOCABULARY

confidentiality

ethical
incident report
legal
patient's Bill of Rights
policy
procedure

LESSON ONE: THE PATIENT'S RIGHT'S

PERFORMANCE OBJECTIVE: Upon completion of this lesson, the PCA will show an understanding of the rights of patients who live in the facility including the encouragement and assistance to vote without interference. This will be demonstrated by participation in a questioning session directed by the teacher.

RESOURCES: Paulson-Goodwin, pp. 10-13

Teacher lecture

Video, "Resident's Rights: A Summary for Families"

SUGGESTED ACTIVITIES FOR UNIT 4, LESSON 1

1. Read in Paulson-Goodwin pp. 10-13.
2. See the video, "Resident's Rights: A Summary for Families".
3. Listen to teacher lecture/demonstration on how to assist patients to vote without interference.
4. Participate in a questioning session directed by the teacher.

LESSON TWO: DOCUMENTATION

PERFORMANCE OBJECTIVE: Upon completion of this lesson, the PCA will complete all of the forms that the facility requires the PCA to complete in order to document patient care. The PCA will also be able to fill out an incident report. All forms will be completed with no errors.

RESOURCES: Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 4, LESSON 2

1. Listen to the teacher lecture/demonstration and participate in a class discussion.
2. Practice filling out the charting on the "patients" that the teacher assigns to you in the practice activity.
3. Fill out an incident report for the situation given to you by the teacher.
4. Participate in a group discussion of all the incident reports done by the group members to see how to document each individual situation. Mastery of this objective will be the completed error-free incident report and chart forms you turned in to your teacher.

UNIT FIVE: COMMUNICATION SKILLS

UNIT OBJECTIVE:	Upon completion of this unit, the PCA will be able to communicate with patients, family members, visitors and members of the health care team appropriately. Evaluation of this unit will be the successful participation in the questioning session in lesson three.

The following lessons have been planned to assist you in reaching the unit objective:

LESSON ONE:	Communicating with Patients
LESSON TWO:	Communicating with Visitors
LESSON THREE:	Communicating with Members of the Health Care Team

VOCABULARY

communication

LESSON ONE: COMMUNICATING WITH PATIENTS

PERFORMANCE OBJECTIVE: Upon completion of this lesson, the PCA will communicate appropriately with patients in the nursing home. Specifically, the PCA will communicate with the patient

1. with hearing impairment
2. with speech impairment
3. with visual impairment
4. with depression
5. with memory loss
6. who is moving into the nursing home

The PCA will recognize the importance of the call light by answering each call light promptly and placing the call light within easy reach of the patient when giving care.

RESOURCES: Paulson-Goodwin, pp. 78-84
AHCA video CAV073,"Understanding Hearing Problems"
AHCA video CAV071,"Coping with Visual Loses"
Teacher lecture

SUGGESTED ACTIVITIES FOR UNIT 5, LESSON 1

1. Read in Paulson-Goodwin pp. 78-84.
2. See the video, "Understanding Hearing Problems"
3. See the video, "Coping with Visual Losses"
4. Listen to the teacher lecture.
5. Participate in a role play session in which each situation listed in the objective is portrayed.
6. Participate in a group discussion and/or questioning session to review and summarize this lesson.

LESSON TWO: COMMUNICATING WITH VISITORS

PERFORMANCE OBJECTIVE: Upon completion of this lesson, the PCA will communicate appropriately with visitors in the nursing home. Specifically, the PCA will demonstrate knowledge of when to talk to visitors and family members, what to say, and when to refer them to other members of the health care team.

RESOURCES: Teacher lecture

SUGGESTED ACTIVITIES FOR UNIT 5, LESSON 2

1. Listen to the teacher lecture.

LESSON THREE: COMMUNICATING WITH MEMBERS OF THE HEALTH CARE TEAM

PERFORMANCE OBJECTIVE: Upon completion of this lesson, the PCA will communicate appropriately with members of the health care team in the nursing home. Specifically, the PCA will demonstrate knowledge of facility charting procedures and can correctly name the person and/or job title of the person to whom to report changes in patient status, questions, and/or problems. Evaluation of this lesson will be the participation in the questioning session.

RESOURCES: Teacher lecture

SUGGESTED ACTIVITIES FOR UNIT 5, LESSON 3

1. Listen to the teacher lecture.
2. Review charting procedures, PRN.
3. Participate in a group discussion in which you will discuss the personnel to whom to go with specific problems.
4. Participate in a questioning session as a review of this unit on communication skills.

UNIT SIX: INFECTION CONTROL

UNIT OBJECTIVE: Upon completion of this objective, the PCA will be able to discuss the three main groups of microorganisms, list specific diseases caused by each group and practice specific procedures to prevent the spread of infection. The following lessons have been planned to assist the PCA to meet the unit objective:

LESSON ONE: Kinds of Infections

LESSON TWO: Aseptic Hand Wash

LESSON THREE: Handling Linens

LESSON FOUR: Handling Equipment

LESSON FIVE: Handling Food

LESSON SIX: Handling Human Waste

LESSON SEVEN: Recognizing Signs of Common Disease

VOCABULARY

asepsis
infection
microorganism
virus
bacteria
pneumonia
hepatitis
scabies
Pseudomonas
tuberculosis (TB)
auto immune deficiency syndrome (AIDS)
urine

diarrhea
sputum
congestion
secretions
feces
fungus

LESSON ONE: KINDS OF INFECTIONS

PERFORMANCE OBJECTIVE: Given the appropriate resources, the PCA will list the three most common groups of microorganisms found in long term care facilities that cause infections and explain , orally or in writing, how each group is transmitted.

RESOURCES: teacher lecture

Paulson-Goodwin pp 189-193

Information Sheet,"Preventing the Spread of Germs"

AHCA film # CAV107, "Infection Control in Long Term Care Facilities"

SUGGESTED ACTIVITIES FOR UNIT 6, LESSON 1

1. Read pages 189-190 in Paulson-Goodwin.
2. Read the information sheet, "Preventing the Spread of Germs".
3. See the AHCA film # CAV107, "Infection Control in Long-term Care Facilities".
4. Listen to the teacher lecture.
5. Fill out the review sheet, "Infections".
6. Check your answers as a group, or individually by the key in the teacher's guide. You should score 90% or above to master this lesson.

INFORMATION SHEET: Preventing the Spread of Germs

A germ is a tiny plant or animal that may cause you to get sick. When a germ causes a person to become sick, we call this an infection. People get sick from three main kinds of germs; bacteria, viruses, and fungi. A germ that is normally found on the skin can cause you to become sick when it finds its way inside a person. It is very important for us to talk about ways to keep germs from spreading from one person to another.

"ASEPSIS" means that there are no germs that cause disease anywhere on or in something. "Medical Asepsis" is the way to prevent the spread of germs from one person, area, or object to another. The nursing home has germs unique to it. Through the use of the principles of medical asepsis, the PCA can reduce the spread of disease and illness.

Germs that cause diseases and infections are passed or spread from one person to another in several ways:

1. Direct contact: touching the patient, rubbing the patient, bathing the patient, secretions from the patient, urine from the patient, and feces from the patient.
2. Indirect contact: touching objects, dishes, bed linen, clothing, utensils, and belongings.
3. Droplets spread from within three feet: sneezing, coughing, and talking.
4. Vehicle: contaminated food and water.
5. Airborne transmission: dust particles and moisture in the air.

The main purposes for medical asepsis in caring for patients are:

1. Protecting the patient against becoming infected a second time by the same microorganism. This is called reinfection.
2. Protecting the patient from becoming infected by a new or different microorganism from another patient or member of the nursing home staff. This is called cross infection.
3. Protecting all other patients and staff against becoming infected by microorganisms passing from patient to patient, staff to patient, or patient to staff.

The most important way to prevent spread of germs is handwashing. You may be asked to wear gloves in some nursing homes. You should wear gloves anytime you are handling any body secretion or fluid. Some nursing homes even ask you to wear goggles to protect your eyes.

REVIEW SHEET (6-1) : INFECTIONS

STUDENT'S NAME ______________________________

DIRECTIONS: Write an answer for each of these questions.

1. Define in your own words the term "germ".

2. What is an infection?

3. List three of the most common groups of germs that cause infection.
   A.
   B.
   C.

4. How does a germ that would normally be found on the skin suddenly cause an infection?

5. What is the one MOST important thing a PCA can do to prevent the spread of infection? ____________________

6. List all the times a PCA should wash his/her hands.

7. List five ways germs are spread .
   A.
   B.
   C.
   D.
   E.

8. List two examples of each way germs are spread. (see # 7)

LESSON TWO: ASEPTIC HAND WASH

PERFORMANCE OBJECTIVE: Given soap, a sink, and towels, the PCA will wash his/her hands using correct aseptic technique according to the scorecard with no errors.

RESOURCES: Paulson-Goodwin pp 191-192
Missouri, Health Services pp 2-2 to 2-9
teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 6, LESSON 2

1. Read pages 191-192 in Paulson-Goodwin.
2. Read in Missouri's Health Services pp 2-2 to 2-9.
3. Listen to the teacher lecture/demonstration.
4. Practice doing an aseptic handwash. Have another student check you using the scorecard as a guide.
5. When you are ready, perform the aseptic hand wash for your instructor. You must score 12 to master this skill.
6. Fill out the hand washing review sheet.
7. Check your answers as a group or individually by using the key in the teacher's guide.

REVIEW SHEET 6-2: HAND WASHING

STUDENT'S NAME ______________________________

DIRECTIONS: Write an answer for each of these questions.

1. What is the main reason for washing your hands?

2. Water temperature should be (hot, warm, cold) when you wash your hands. Why?

3. Name five times that you should always wash your hands.

A.

B.

C.

D.

E.

SCORECARD: ASEPTIC HAND WASH

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 12 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment? (sink, soap, towels, trash can)	1	_____
2. Stand away from sink, uniform not touching?	1	_____
3. Turn on and adjust water temperature?	1	_____
4. Apply soap?	1	_____
5. Rinse bar soap and drop into soap dish?	1	_____
6. Wash hands and wrists using friction and rotary movements?	1	_____
7. Wash hands approximately 2 minutes?	1	_____
8. Clean nails?	1	_____
9. Rinse hands, holding fingertips down so that water runs from wrists to fingers?	1	_____
10. Dry hands with towel or blow dryer?	1	_____
11. Turn off water with a dry towel?	1	_____
12. Apply lotion?	1	_____
TOTAL	12	_____

LESSON THREE: HANDLING LINEN

PERFORMANCE OBJECTIVE: Given facility linens, the PCA will handle the linens appropriately; specifically the PCA will

- wear gloves when handling linen
- not shake bed linen
- not bring extra linen into a resident unit
- never allow linen to touch your clothing
- never allow linen to touch floor
- transport soiled linen in a covered container or hamper
- store soiled linen according to facility procedure
- return torn linen to a "repair box" or other appropriate place

RESOURCE: Teacher Lecture\ Demonstration

SUGGESTED ACTIVITIES FOR UNIT 6, LESSON 3

1. Listen to the teacher lecture.
2. When handling linen in your facility, check yourself using the checklist. You must score 7 to master.
3. Have your teacher check you when you are handling linens in your facility.

SCORECARD: HANDLES LINEN APPROPRIATELY

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 10 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. not shake bed linens?	1	
2. not bring extra linens to a resident unit?	1	
3. never allow the linen to touch your clothing?	1	
4. transport soiled linen in a covered hamper or container?	1	
5. never allow linen to touch the floor?	1	
6. store soiled linen according to facility procedure?	1	
7. return torn linen to a "repair box?"	1	
8. wore gloves while handling linen?	3	
TOTAL	10	

LESSON 4 HANDLING EQUIPMENT

PERFORMANCE OBJECTIVE: Given an item of equipment, the PCA will use correct aseptic technique when using; specifically, the PCA will

-wear gloves when cleaning equipment

-clean equipment with a disinfectant weekly

-immediately wash equipment with disinfectant as needed to remove dirt, food, urine, feces, vomit, etc.

RESOURCE: Teacher Lecture/Demonstration

SUGGESTED ACTIVITIES FOR UNIT 6, LESSON 4

1. Listen to the teacher lecture/demonstration.
2. When handling equipment in your facility, check yourself using the scorecard. You must score 9 on this skill to master.
3. Have your teacher check you when you are handling equipment.

SCORECARD:HANDLES EQUIPMENT USING CORRECT ASEPTIC TECHNIQUE

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 9 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. clean equipment with disinfectant weekly?	1	_____
2. immediately clean equipment with a disinfectant when soiled with dirt, food, urine, feces, vomit?	4	_____
3. wear gloves while cleaning the equipment?	4	_____
TOTAL	9	_____

LESSON 5: HANDLING FOOD

PERFORMANCE OBJECTIVE: Given a patient and a food tray, the PCA will handle the food using aseptic technique according to the performance checklist with no errors.

RESOURCE: Teacher Lecture-Demonstration

SUGGESTED ACTIVITIES FOR UNIT 6, LESSON 5

1. Listen to teacher lecture.
2. When handling food in your facility, check yourself using the scorecard to see if you have mastered this skill. You must score the perfect score to master this skill.
3. Have you teacher check you when you feel you have mastered this skill.

SCORECARD: HANDLING FOOD

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 12 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. clean and disinfect tables?	1	_____
2. remove all waste receptacles from view?	1	_____
3. wash patient's hands and face?	2	_____
4. change patient's clothing if necessary?	2	_____
5. wash your hands before touching food tray?	2	_____
6. avoid coughing, sneezing over food?	2	_____
7. wear gloves when removing food trays and/or cleaning tables?	2	_____
TOTAL	12	_____

LESSON 6 HANDLING HUMAN WASTE

PERFORMANCE OBJECTIVE: Given a patient, the PCA will handle human waste and the elimination equipment according to the performance criteria with no errors. Specifically, the PCA will wear gloves and will use correct aseptic technique when handling:

1. bedpans, urinals and bedside commodes
2. catheters and catheter bags
3. colostomy bags and drainage
4. tissues with sputum from nasal, oral drainage
5. incontinent pads, diapers, etc.

RESOURCE: Teacher Lecture-Demonstration

SUGGESTED ACTIVITIES FOR UNIT 6, LESSON 6

1. Listen to the teacher lecture.
2. When handling human waste in your facility, check your self using the scorecards to see if you have mastered in each area. You must score the perfect score in order to master each area.
3. Have your teacher check you in each area.

SCORECARD: HANDLES BEDPANS, URINALS AND BEDSIDE COMMODES USING ASEPTIC TECHNIQUE

STUDENT'S NAME ______________________ DATE _______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 29 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. wear gloves?	5	______
2. empty the container into commode immediately after elimination?	2	______
3. rinse the container with cool water until clean?	2	______
4. disinfect the container?	3	______
5. dry container?	1	______
6. store container in proper place?	1	______
7. not place container on overbed table, bedside table, or floor?	3	______
8. assist patient with hand washing immediately after elimination?	3	______
9. wash your hands immediately after handling elimination equipment?	3	____
10. remove your gloves using aseptic technique?	3	______
11. wash your hands?	3	______
TOTAL	29	______

SCORECARD: HANDLES CATHETER AND CATHETER BAGS USING ASEPTIC TECHNIQUE

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 22 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. wash your hands before handling the catheter equipment?	3	_____
2. put on gloves	3	_____
3. secure the catheter tubing to the resident's inner thigh to prevent trauma?	1	_____
4. attach catheter bag to wheelchair or bed rail?	1	_____
5. make sure catheter bag is ALWAYS below the level of the bladder but not touching the floor?	1	_____
6. clean the genital area and tubing once each shift?	3	_____
7. empty catheter bag once each shift?	3	_____
8. measure output?	1	_____
9. remove gloves using aseptic technique?	3	_____
10. wash your hands immediately after handling the catheter equipment?	3	_____
TOTAL	22	_____

SCORECARD: **HANDLES COLOSTOMY BAGS, TISSUES AND INCONTINENT PADS USING ASEPTIC TECHNIQUE**

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 17 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. put on gloves?	3	_____
2. obtain a clean plastic bag in which to store item?	1	_____
3. place item into bag without touching outside of plastic bag?	2	_____
4. wash your hands?	2	_____
5. close bag and secure with tie?	1	_____
6. dispose of bag according to facility policy?	2	_____
7. remove gloves using aseptic technique?	3	_____
8. wash your hands?	2	_____
TOTAL	17	_____

LESSON 7: RECOGNIZING SIGNS OF COMMON DISEASES

PERFORMANCE OBJECTIVE: Given the appropriate resources, the PCA will recognize signs of common diseases.

1. List signs of the common cold.
2. Define upper respiratory infection.
3. Explain the difference between loss of appetite, nausea, and vomiting.
4. Define diarrhea.
5. Explain the difference between the feel of normal skin and cold, clammy skin.

RESOURCES:

teacher lecture
selected passages from:

Paulson - Goodwin

Other Appropriate Resources

SUGGESTED ACTIVITIES FOR UNIT 6: LESSON 7

1. Listen to the teacher lecture
2. Participate in a class discussion on "Signs of Illness"
3. Practice explaining each sign to group when called on by teacher.
4. Identify these signs of illness when seen in the facility. Ask your instructor to verify that you identified the sign correctly. You must identify all signs correctly to have mastered this lesson.

    Diarrhea

    Upper Respiratory Infection

    Common Cold

    Loss of Appetite

    Nausea

    Vomiting

    Cold, Clammy Skin

UNIT SEVEN: SAFETY ISSUES

UNIT OBJECTIVE: Upon completion of this unit, the PCA will be able to use correct body mechanics, identify possible safety hazards and report them to the proper staff member, react according to facility policy to fire and disaster drills, and safely and correctly perform the Heimlich Maneuver and CPR.

The following lessons have been planned to assist the PCA to meet the unit objective.

LESSON 1 USING BODY MECHANICS

LESSON 2 FIRE AND DISASTER DRILLS

LESSON 3 HEIMLICH MANEUVER AND CPR

VOCABULARY

cardiologist

Heimlich Maneuver

body mechanics

MEDICAL ABBREVIATIONS

O_2

s/s

PRN

pt.

CPR

LESSON 1: USING BODY MECHANICS

PERFORMANCE OBJECTIVE: Given a patient, the PCA will demonstrate correct body mechanics when lifting and\or moving the patient.

RESOURCES: AHCA film #CAV001 "Transferring Patients"
Missouri, Health Services Unit 12.

SUGGESTED ACTIVITIES FOR UNIT 7, LESSON 1

1. See AHCA film # CAV 001, "Transferring Patients".
2. Read Missouri, Health Services Unit 12.
3. Using your classmates as patients, practice moving a patient from bed to chair and turning a patient in bed. Concentrate on using correct body mechanics. You will be tested on this in other units when lifting and moving patients while doing other tasks such as bedmaking.
4. Complete the Body Mechanics Review.
5. Check your answers with the Key or as a group.

UNIT 7-1: BODY MECHANICS REVIEW

STUDENT'S NAME ______________________________ DATE __________

DIRECTIONS: Put a check mark by the correct answer.

1. The term "body mechanics" refers to:

___ A. mechanics that work on car bodies.

___ B. certain ways of positioning one's body.

___ C. body exercises for patients.

2. Good body mechanics helps PCAs to:

___ A. avoid injury and fatigue.

___ B. drop fewer things.

___ C. hurt their backs more often.

3. If a patient is too heavy for you to move, you should:

___ A. move the patient anyway.

___ B. call for more help.

___ C. wait until the patient loses some weight.

LESSON 2: FIRE AND DISASTER DRILLS

PERFORMANCE OBJECTIVE: Given a simulated situation, the PCA will correctly react to the situation according to facility policy; specifically the PCA will:

1. participate in one facility fire drill.
2. participate in one facility disaster drill.
3. correctly demonstrate evacuation procedures.
4. locate fire extinguishers in your facility.
5. locate fire alarms in your facility.
6. correctly identify and report safety hazards
7. recognize his\her limitations and ask for help when appropriate.

RESOURCES:

AHCA Film #CAV004 "Stop that Fire Before It Starts"

AHCA Film #CAV016 "Fire, Fire"

AHCA Film #CAV006 " If and When It's Necessary"

Teacher Lecture\Demonstration

SUGGESTED ACTIVITIES FOR UNIT 7, LESSON 2

1. See film #CAV004, "Stop that Fire Before it Starts".
2. See film #CAV016, "Fire, Fire".
3. Take a tour of your facility as a group or individually. Locate all fire extinguishers and fire alarms.
4. Make a note of all potential safety hazards that you see on the tour.
5. Participate in a group discussion on all the safety hazards you spotted and how each situation should be handled by the PCA
6. See AHCA film #CAV006, "If and When It's Necessary".
7. Watch a demonstration of how to use each of the three types of fire extinguishers.
8. Operate each type of fire extinguisher.
9. Watch a demonstration of each type of evacuation procedure listed below:

   cradle drop\kneel drop
   double cradle drop
   swing carry
   extremity carry
   hip carry
   packstrap carry

10. Practice each carry using the appropriate checklist as a guide. Mastery is 100% of each checklist.
11. Let your teacher grade you on each carry using the appropriate checklist. Mastery is 100% of each checklist.
12. Participate in a fire drill in your facility.
13. Participate in a disaster drill in your facility.

SCORECARD: CRADLE DROP

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 10 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Put bed in low horizontal position?	1	____
2. Double a blanket lengthwise?	1	____
3. Place a blanket on the floor parallel to the bed and approximately halfway under the bed?	1	____
4. Approach the bed from the patient's right side and slip your left arm under the patient's neck, grasping his/her left shoulder in your left hand?	1	____
5. Slip your right arm under the patient's knees and grasp them with your right hand?	1	____
6. Place your right knee or thigh against the bed and opposite the patient's thigh?	1	____
7. Pull the patient from the bed with both hands while pushing against the bed with your right knee or thigh?	1	____
8. Drop onto your left knee as soon as the patient starts to leave the bed?	1	____
9. Let the patient slide gently to the blanket?	1	____
10. Pull the patient to safety by pulling on the corners of the blanket at the patient's head?	1	____
TOTAL	10	____

NOTE: Reverse steps 4-8 if approaching from the left.

SCORECARD: DOUBLE CRADLE DROP

STUDENT'S NAME ______________________ DATE ________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 14 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Place the bed in low horizontal position?	1	____
2. Double a blanket lengthwise?	1	____
3. Place the blanket on the floor parallel to the bed and approximately halfway under the bed?	1	____
4. Two PCAs approach the bed at the patient's right side and stand facing the bed?	1	____
5. The PCA closest to the patient's head (PCA-1) slips his\her left arm under the patient's neck and grasps the pt's left shoulder in his\her left hand?	1	____
6. PCA-1 places his\her right hand behind the pt's right biceps?	1	____
7. PCA-1's left knee (thigh) is placed against the bed?	1	____
8. PCA-2 grips both of the patient's legs, placing his\her left hand above the knees and the right hand below the knees?	1	____
9. PCA-2 places his\her right knee(thigh) against the bed?	1	____
10. The PCA's pull the patient toward the side of the bed nearest them?	1	____
11. At the same time, the PCA's push with their knees against the bed?	1	____
12. As patient clears the bed, both PCAs drop their left knee to floor?	1	____
13. Both PCA straighten their backs leaning forward slightly and allow patient to slide down their bodies to the blanket?	1	____
14. Pull patient from room by pulling on the corners of the blanket at the patient's head?	1	____
total	14	____

SCORECARD: EXTREMITY CARRY

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 16 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. PCA-1: Approach from the patient's left and slip your right arm under the patient's neck and grasp the right shoulder in your right hand?	1	____
2. Slide your left palm behind the left biceps and grip the patient's upper left arm?	1	____
3. Bring the patient to a sitting position by taking one step with your left foot toward the foot of the bed and pushing with your right shoulder against the patient's left shoulder?	1	____
4. PCA-1: Stand facing patient's back?	1	____
5. PCA-2: Slide arms through the patient's armpits and grip own wrists above the patient's chest?	1	____
6. PCA-2: stand facing the patient's feet?	1	____
7. PCA-2: place your left hand under the patient's right heel and pull the right ankle clear of the bed?	1	____
8. PCA-2: slide between the patient's leg as far as the right knee?	1	____
9. PCA-2: make a half turn and grasp the patient's right knee under your own right arm?	1	____
10. PCA-2: complete the turn and transfer the left hand to the patient's left knee?	1	____
11. PCA-2: encircle the patient's left knee with your left arm? (the assistant now has a leg under each arm.)	1	____
12. PCA 1&2: carry resident to safety?	1	____
TO UNLOAD:		
13. PCA-2: stoop with right foot slightly behind and about 6" from the left?	1	____
14. PCA-2: lower patient's legs to floor?	1	____
15. PCA-1: let patient slide down your body to floor?	1	____
16. PCA-1: lower patient to his\her back?	1	____
TOTAL	16	____

SCORECARD: SWING CARRY

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 15 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. PCA-1: Approach from the patient's left and slip your right arm under the patient's neck and grasp the right shoulder in your right hand?	1	____
2. Slide your left palm behind the left biceps and grip the patient's upper left arm?	1	____
3. Bring the patient to a sitting position by taking one step with the left foot toward the foot of the bed and pushing with your right shoulder against the patient's left shoulder?	1	____
4. PCA-2: Once patient is sitting, grasp the patient's ankles and swing the feet off the bed?	1	____
5. PCA-1&2: Stand close to patient's side, facing in the same direction?	1	____
6. PCA-1&2: Take one of the patient's wrists and pull the arm around your neck and down across the chest?	1	____
7. PCA-1&2: Reach across the patient's back and place your hand on top of the PCA's shoulder?	1	____
8. PCA-1&2: Let go of the patient's wrists?	1	____
9. PCA-1&2: Reach under the patient's knees and grasp the wrist of the other patient?	1	____
10. PCA-1&2: Lift patient by pushing up with your shoulders?	1	____
11. PCA-1&2: Carry patient to safety?	1	____
12. PCA-1&2: Drop to knee closest to patient?	1	____
13. PCA-1&2: Lean against patient?	1	____
14. PCA-1&2: Place the patient's hips on floor?	1	____
15. PCA-1&2: Lower patient to his\her back?	1	____
total	15	____

NOTE: Reverse if approaching patient from right side.

SCORECARD: PACK STRAP CARRY

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 11 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Approach the patient from the right side of the bed?	1	____
2. Face the head of the bed?	1	____
3. Cross the patient's arms and grab both of his\her wrists with your wrists?	1	____
4. Pull the patient up as you turn toward the bed?	1	____
5. Step under the patient's arms?	1	____
6. Cross his\her arms in front of your chest?	1	____
7. Lean forward?	1	____
8. Step to the head of the bed? (patient will roll out of the bed onto your back)	1	____
9. Carry the patient to safety?	1	____
10. Lean patient against the wall?	1	____
11. Slide the patient to the floor as you drop to one knee?	1	____
total	11	____

SCORECARD: HIP CARRY

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 13 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Put bed into high horizontal position?	1	____
2. Approach patient from his\her right side?	1	____
3. Stand with your back to the patient?	1	____
4. Twist to your right ?	1	____
5. Pull patient's left arm over your head onto your left shoulder?	1	____
6. Slide your right arm under the patient's back from the left shoulder to right shoulder?	1	____
7. Lean backwards into the patient's abdomen?	1	____
8. Grip the patient from behind his knees with your left arm?	1	____
9. Hold the patient snugly against your back?	1	____
10. Lean forward to carry?	1	____
11. Carry the patient to safety?	1	____
12. Drop to one knee?	1	____
13. Slide the patient to floor as you drop to one knee?	1	____
TOTAL	13	____

LESSON 3: HEIMLICH MANEUVER AND CPR

PERFORMANCE OBJECTIVE: Given a patient or a "choking Charlie" mannequin, the PCA will correctly and safely perform the Heimlich Maneuver in the sitting, standing and horizontal recumbent positions. The PCA will perform CPR according to the standards specified in the Red Cross CPR course.

RESOURCES: Teacher Lecture/Demonstration

Information Sheet "Heimlich Maneuver"

Red Cross CPR course

SUGGESTED ACTIVITIES FOR UNIT 7, LESSON 3

1. Watch the teacher lecture/demonstration

2. Read the information sheet.

3. Using a classmate or Choking Charlie as your patient, practice performing the Heimlich Maneuver in the sitting, standing, and horizontal recumbent positions. CAUTION ! Practice should be done under teacher supervision to avoid injury to human patients. Use the scorecards to grade yourself. You must perform the Heimlich Maneuver with 100% accuracy to be able to master.

4. Let your teacher grade your performance of the Heimlich Maneuver in each position, using the score card to rate your performance. Mastery is 100%.

5. Participate in CPR instruction as directed by your instructor.

SCORECARD: HEIMLICH MANEUVER-STANDING AND SITTING POSITION

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 8 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Verify that patient is choking?	1	____
2. Call or ring for help?	1	____
3. Stand behind victim with your arms encircling the victim's waist?	1	____
4. Place your fist over the point directly below the lower tip of the victim's breastbone?	1	____
5. Give one sharp blow to victim, thrusting in and upwards?	1	____
6. Assist victim to clear mouth,PRN?	1	____
7. Repeat 1-4, if victim is still choked?	1	____
8. Continue until help arrives or victim begins to breathe?	1	____
total	8	____

SCORECARD: HEIMLICH MANEUVER-HORIZONTAL RECUMBENT POSITION

STUDENT'S NAME ______________________ DATE _______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 10 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Verify that the patient is choking?	1	____
2. Call or ring for help?	1	____
3. Kneel beside the victim?	1	____
4. Position victim in horizontal recumbent position?	1	____
5. Turn victim's head to side?	1	____
6. Place your fist over the point directly below the lower tip of the victim's breastbone?	1	____
7. Give one sharp blow to victim, thrusting in and upwards?	1	____
8. Assist victim to clear mouth, PRN?	1	____
9. Repeat 4-7, if victim is still choked?	1	____
10. Continue until help arrives or victim begins to breathe?	1	____
total	10	____

INFORMATION SHEET: HEIMLICH MANEUVER

The Heimlich Maneuver was invented by a cardiologist named Heimlich when he noticed that a large number of people who were brought in with heart attacks had, in fact, choked.

He decided that people needed to be trained to be able to tell the difference between the two conditions and then trained to give emergency care based on that decision.

Dr. Heimlich gave the following s\s of the conditions:

--Heart Attack 1. victim will grab chest
2. victim is able to talk
--Choking 1. victim grabs throat
2. victim is unable to speak
3. victim turns red then blue very quickly

Once a decision has been made that the victim is choking, the rescuer has to initiate emergency care as soon as possible. A person can survive up to six minutes without oxygen before brain damage occurs. Unconsciousness may occur even before this, so work fast.

If the victim becomes unconscious, lie him on his back, turn his head to the side and proceed with the rescue. The positioning of the head allows the foreign material to fall from the mouth when it is dislodged.

It is very important for the rescuer to remain calm and in control since important decisions and actions are needed immediately.

UNIT EIGHT: PATIENT HYGIENE

UNIT OBJECTIVE: Upon completion of this unit,the PCA will be able to assist the patient with all aspects of patient hygiene.

The following lessons have been planned to assist the PCA in meeting the unit objective.

LESSON 1 BED BATH

LESSON 2 TUB, SHOWER AND WHIRLPOOL BATHS

LESSON 3 ORAL HYGIENE

LESSON 4 HAIR CARE

LESSON 5 HAIR REMOVAL

LESSON 6 NAIL CARE

LESSON 7 DRESSING

VOCABULARY	Medical Abbreviations
perineal	pt
perineum	s\s
conscious	PRN
unconscious	
osteoporosis	
emesis basin	
dentures	
N-G tube	
diabetes	

LESSON 1: BED BATH

PERFORMANCE OBJECTIVE: Given a patient, the PCA will give a complete bed bath according to the scorecard with no errors; specifically, the PCA will include in the bath:

-back rub, if allowed

-perineal care

-observation for skin irritations

RESOURCES: Missouri, Health Services Chapter 6

Paulson Goodwin, pp 124-128

AHCA film #CAV036 "Bathing Residents"

Teacher Demonstration.

SUGGESTED ACTIVITIES FOR UNIT 8, LESSON 1

1. Read in Missouri, Health Services, Chapter 6.
2. Read in Paulson-Goodwin pp 124-128.
3. See the AHCA film # CAV036 "Bathing Residents".
4. Watch the teacher demonstration.
5. Practice giving a bed bath using either a classmate or a training mannequin.
6. Use the scorecard to grade yourself. When you are ready ask your instructor to watch as you give a bed bath to a patient. You will be graded by the scorecard. You must score 100% in order to master this skill.

SCORECARD: ASSIST A PATIENT WITH BED BATH

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 37 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	
2. Put on gloves?	1	
3. Gather equipment? (soap, wash cloth, clean cloth, towels, deodorant powder, clean clothes, comb or brush,)	1	
4. Provide privacy?	1	
5. Tell patient what you are going to do?	1	
6. Close windows and doors?	1	
7. Adjust bed to your waist level?	1	
8. Move patient to your side of bed?	1	
9. Cover patient with bath blanket and remove top linen?	1	
10. Draw water in basin (110-115 degrees F.)?	1	
11. Fill basin 1\3 - 1\2 full?	1	
12. Make bath mitt of wash cloth?	1	
13. Wash eyes without soap, from inner corner to outer eye?	1	
14. Wash remainder of face with or without soap, as patient desires?	1	
15. Protect bed with towels before washing each part?	1	
16. Drape, wash and dry neck and ears?	1	
17. Drape, wash and dry chest, breasts and underarms, elevating the breasts, PRN?	1	
18. Drape, wash and dry abdomen?	1	
19. Position, drape, wash and dry each arm?	1	
20. Cover upper body with bath blanket &,turn bottom of bath blanket up to pubic bone?	1	
21. Drape, wash and dry each leg ?	1	
22. Drape, wash and dry each foot?	1	
23. Change water?	1	
24. Raise side rail & turn patient on his/her	1	
side facing away from you?	1	
25. Drape, wash and dry back and buttocks?	1	
26. Change bath water PRN due to lowering temperature or soap scum?	1	
27. Perform back rub, if allowed ?	1	

28. Drape, wash and dry perineal area?		
a) Retract foreskin of uncircumcised male and cleanse well?	1	______
b) Use cotton balls and perform peri care female patient?	1	______
29. Allow patient to do as much as possible of bath?	1	______
30. Observe skin for rashes, bed sores, etc. during bath?	1	______
31. Dress the patient in clean, dry clothes?	1	______
32. Change bed linens?	1	______
33. Leave patient comfortable?	1	______
34. Raise siderails?	1	______
35. Put away equipment?	1	______
36. Wash hands?	1	______
37. Chart?	1	______
total	37	______

SCORECARD: GIVE A BACK RUB

STUDENT'S NAME ______________________ DATE _______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 26 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Check with the charge nurse to see if a back rub is allowed for this pt?	5	______
2. Wash your hands?	1	______
3. Put on gloves?	1	______
4. Gather equipment? (lotion, towel)	1	______
5. Provide privacy?	1	______
6. Tell patient what you are going to do?	1	______
7. Close windows and doors?	1	______
8. Adjust bed to your waist level?	1	______
9. Move patient to your side of bed?	1	______
10. Assist the patient into the prone position?	1	______
11. Warm the lotion by cupping it in your hands OR placing it in a basin of warm water?	1	______
12. Rub lotion gently into back?	1	______
13. Start at the base of the spine and rub up the spine in one long stroke?	1	______
14. Move down the back in short, circular strokes?	1	______
15. Observe the skin for any redness, irritation discoloration as you work?	1	______
16. Continue for 2-5 minutes until the patient relaxes?	1	______
17. Assist the patient into a comfortable position?	1	______
18. Put the siderail up?	1	______
19. Put away your equipment?	1	______
20. Wash your hands?	1	______
21. Report anything unusual to your supervisor?	1	______
Total	26	______

LESSON 2: TUB, SHOWER AND WHIRLPOOL BATHS

PERFORMANCE OBJECTIVE: Given a patient, the PCA will assist a patient to take a bath; specifically, the PCA will assist with a:

-tub bath

-shower bath, and/or a

-whirlpool bath

RESOURCES: Teacher Lecture

AHCA film #CAV036 "Bathing Residents"

SUGGESTED ACTIVITIES FOR UNIT 8, LESSON 2

1. Take a tour of your facilities' bathrooms with your instructor. Make a note of what type of bathrooms are available in your facility.
2. Make a note of the bath schedule which is followed in your facility. Make sure you know how baths are assigned in your facility.
3. Make a note of all special equipment used in your facility to make baths a safe and enjoyable time for your patients.
4. Review AHCA film #CAV036 as needed to see how to give a shower and tub bath.
5. Watch a teacher demonstration on how to give each type of bath.
6. When you are giving baths in your facility, score yourself using the score card to see how well you are doing on each type bath.
7. When you are ready, ask your instructor to check you using the scorecard. You must score 100% to master these skills.

SCORECARD: ASSIST WITH TUB, SHOWER AND\OR WHIRLPOOL BATH

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 20 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Put on gloves?	1	
2. Wash your hands?	1	
3. Gather your equipment? (soap, wash cloth, clean cloth, towels, shampoo, deodorant powder, clean clothes, comb or brush, safety mat and safety chair)	1	
4. Provide privacy?	1	
5. Make sure bath area is clean?	2	
6. Prepare the patient?	1	
7. Regulate water temperature?	1	
8. Assist patient into bath?	1	
9. Assist with bath PRN?	1	
10. Assist patient out of the bath?	1	
11. Assist patient to dry him\herself PRN?	1	
12. Assist patient to apply lotion, powder and\or deodorant PRN?	1	
13. Assist patient to dress?	1	
14. Assist patient to his\her room?	1	
15. Allow patient to do as much of bath as possible?	1	
16. Observe skin for open sores, redness, blisters and\or rashes?	1	
17. Never leave patient alone in the bathroom?	3	
total	20	

LESSON 3: ORAL HYGIENE

PERFORMANCE OBJECTIVE: Given a patient, the PCA will assist with oral hygiene, specifically the PCA will:

-assist a patient to brush and floss his\her teeth
-assist a patient with dentures to remove, clean and replace dentures
-provide oral hygiene for an unconscious patient

RESOURCES: Missouri, Health Services
Paulson-Goodwin pp 116-121
AHCA video #CAV039 "Clean Teeth Are Something to Smile About"
Teacher Lecture Demonstration

SUGGESTED ACTIVITIES FOR UNIT 8, LESSON 3

1. Read in Missouri, Health Services, Chapter 8.
2. Read in Paulson-Goodwin pp 116-121.
3. See AHCA video #CAV039 "Clean Teeth are Something to Smile About.
4. Watch your teacher demonstrate each skill.
5. Practice each skill using your classmates as patients. Dentures will be provided for you to use as you practice.
6. Use the appropriate scorecard to check yourself.
7. When you are ready, ask your teacher to watch you do each skill. You will be rated using the appropriate scorecard. You must score 100% to master each skill.

SCORECARD: ORAL HYGIENE, CONSCIOUS PATIENT

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 20 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	
2. Put on clean gloves?	1	
3. Gather equipment and place on overbed table? (mouthwash, cup, straw, toothbrush, dental floss, toothpaste, emesis basin, tissues, towels and a water pitcher)	1	
4. Pull curtain?	1	
5. Raise head of bed?	1	
6. Lower side rail?	1	
7. Put overbed table across bed?	1	
8. Spread towel over patient's chest?	1	
9. Put toothpaste on wet toothbrush?	1	
10. Allow patient to brush teeth or you brush the teeth, after turning head to side?	1	
11. Pour glass of fresh water for patient to rinse his\her mouth; use straw PRN?	1	
12. Pour a cup of 1\2 water and 1\2 mouthwash and allow patient to rinse again; use straw PRN?	1	
13. Hand patient tissue PRN to wipe mouth ?	1	
14. Hand dental floss to patient or floss patient's teeth, PRN?	1	
15. Allow patient to rinse mouth?	1	
16. Allow patient to wipe mouth with tissue?	1	
17. Raise siderail?	1	
18. Put away equipment?	1	
19. Wash your hands?	1	
20. Report anything unusual to your supervisor?	1	
TOTAL	20	

SCORECARD: ORAL HYGIENE FOR PATIENT WITH DENTURES

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 26 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash hands?	1	_____
2. Put on clean gloves?	1	_____
3. Gather equipment and put on overbed table (mouthwash, emesis basin,denture cup, papertowel, toothbrush, toothpaste, cup, towel, tissues)	1	_____
4. Pull curtain?	1	_____
5. Fill denture cup almost full with 1\2 mouthwash and 1\2 water?	1	_____
6. Spread towel over patient's chest?	1	_____
7. Lay a paper towel in emesis basin?	1	_____
8. Ask patient to remove dentures and place into emesis basin?	1	_____
9. Place several paper towels in sink to protect dentures?	1	_____
10. Turn on cold water?	1	_____
11. Using a paper towel, take the dentures out of the emesis basin and wet them?	1	_____
12. Apply denture cleaner or toothpaste to dentures?	1	_____
13. Brush dentures until clean?	1	_____
14. Rinse dentures?	1	_____
15. Return dentures to denture cup?	1	_____
16. Rinse emesis basin?	1	_____
17. Bring denture cup and emesis basin to bedside?	1	_____
18. Pour a cup of 1\2 mouthwash and 1\2 water?	1	_____
19. Allow patient to rinse mouth with mouthwash solution?	1	_____
20. Hold emesis basin under patient's chin for him\her to spit into?	1	_____
21. Hand denture cup to the patient?	1	_____
22. Assist him\her to replace dentures, PRN?	1	_____
23. Place denture cup on overbed table?	1	_____
24. Put away all equipment?	1	_____
25. Wash your hands?	1	_____
26. Report anything unusual to your supervisor?	1	_____
total	26	_____

SCORECARD: ORAL HYGIENE FOR UNCONSCIOUS PATIENT

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 25 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Put on clean gloves?	1	______
3. Gather equipment and place on overbed table (towels, emesis basin, mouthwash, swabs, lemon glycerine swabs, tongue depressor, 2 cups)	1	______
4. Pull curtain?	1	______
5. Mix a cup of 1\2 water and 1\2 mouthwash?	1	______
6. Pour another cup of water?	1	______
7. Lower side rail?	1	______
8. Turn patient onto his\her side facing you?	1	______
9. Spread towel under patient face over his pillow?	1	______
10. Place emesis basin on towel near patient's chin?	1	______
11. Open package of swabs?	1	______
12. Moisten a swab with mouthwash solution?	1	______
13. Open patient's mouth with tongue depressor by pressing downward on the bottom lip and tongue?	1	______
14. Wipe inside of patient's mouth. Include the roof, tongue, cheeks and lips?	1	______
15. Place used swab in emesis basin?	1	______
16. Repeat steps 11-14 using clear water?	1	______
17. Dry patient mouth with towel?	1	______
18. Open lemon glycerine swabs?	1	______
19. Repeat steps 12-14?	1	______
20. Position patient into comfortable position?	1	______
21. Raise side rail?	1	______
22. Put away equipment?	1	______
23. Open curtain?	1	______
24. Wash your hands?	1	______
25. Report anything unusual to your supervisor?	1	______
total	25	______

NOTE: If patient has a NG tube, PCA may want to clean the nose with a moistened swab. NEVER remove the NG tube.

LESSON 4: HAIR CARE

PERFORMANCE OBJECTIVE: Given a patient, equipment and the appropriate scorecard, the PCA will perform each skill listed below according to the appropriate scorecard with no errors; specifically, the PCA will:

-brush and\or comb hair

-give a bed shampoo

-give a shampoo in the shower

RESOURCES: Missouri, Health Services, Chapter 7

AHCA video #CAV008, "Let's Hear it For the Hair"

Teacher Lectures\Demonstrations

SUGGESTED ACTIVITIES FOR UNIT 8, LESSON 4

1. Read in Missouri, Health Services, Chapter 7.
2. See AHCA video #CAV008 "Let's Hear it for the Hair"
3. Watch the teacher demonstrations.
4. Practice each skill using your classmates or patient volunteers as patients.
5. Use the appropriate scorecard to grade yourself on each skill.
6. When you are ready, ask your teacher to watch you perform each skill. You will be graded according to the scorecard. Mastery for each skill is 100%.

SCORECARD: BRUSH AND COMB HAIR

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 16 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment (comb, brush, towel)?	1	______
3. Lower side rails?	1	______
4. Lay towel across pillow and under patient's head?	1	______
5. Or if patient can sit up, drape towel around his\her shoulder?	1	______
6. Remove patient's glasses?	1	______
7. Place glasses in safe place?	1	______
8. Part hair down middle?	1	______
9. Brush\comb hair gently?	1	______
10. Turn patient's head from side to side to reach all hair?	1	______
11. Style the hair in the way the patient requests?	1	______
12. Remove towel and place in laundry bag?	1	______
13. Pull up side rail?	1	______
14. Put away brush and comb?	1	______
15. Wash your hands?	1	______
16. Report anything unusual you noticed about the patient's scalp or hair to your supervisor?	1	______
TOTAL	16	______

SCORECARD: SHAMPOO THE HAIR IN THE BED

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 32 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash hands?	1	
2. Gather equipment?	1	
3. Tell patient what you are going to do?	1	
4. Provide privacy?	1	
5. Check room for drafts?	1	
6. Put bed in high horizontal?	1	
7. Move patient to side of bed closest to you?	1	
8. Remove pillow and place bed fast rinser or rubber drawsheet under patient's head?	1	
9. Place newspaper on floor and bucket on newspaper to catch water from bedfast rinser?	1	
10. Loosen patient's gown?	1	
11. Place towel around patient's neck and pin?	1	
12. Place cotton ball in each of patient's ears?	1	
13. Pour water (coolest) over patient's head?	1	
14. Pour shampoo into hand?	1	
15. Massage into the patient's scalp, starting at hairline and moving back?	1	
16. Rinse, using next coolest water?	1	
17. Repeat steps #14 and #15?	1	
18. Wrap head in bath towel?	1	
19. Pat face and neck dry?	1	
20. Remove cotton from ears?	1	
21. Remove bedfast rinser?	1	
22. Check bed for dampness; change linens PRN?	1	
23. Dry hair with towel?	1	
24. Change gown?	1	
25. Replace pillow and cover with dry towel?	1	
26. Comb and brush hair until dry or use hairdryer if available?	1	
27. Remove towel from pillow?	1	
28. Make patient comfortable?	1	
29. Put up siderails?	1	
30. Put away equipment?	1	
31. Wash hands?	1	

32. Report according to facility policy?	1	_____
total	32	_____

EQUIPMENT: safety pin
bedfast rinser or rubber drawsheet
3 pitchers of water (115,110,105˜F)
shampoo
newspaper
comb, brush
3 towels
2 cotton balls
bath thermometer
bucket
patient gown
hairdryer, if available

SCORECARD: SHAMPOO THE HAIR IN THE SHOWER

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 27 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash hands?	1	
2. Gather equipment?	1	
3. Tell patient what you are going to do?	1	
4. Transport the patient to the shower?	1	
5. Provide privacy?	1	
6. Check room for drafts?	1	
7. Assist the patient to undress, PRN?	1	
8. Assist the patient to stand on a rubber mat OR sit in shower chair?	1	
9. Place cotton ball in each of patient's ears?	1	
10. Adjust water to comfortable temperature?	1	
11. Pour or spray water over patient's head?	1	
12. Pour shampoo into hand?	1	
13. Massage into the patient's scalp, starting at hairline and moving back?	1	
14. Rinse?	1	
15. Repeat steps #14 and #15?	1	
16. Wrap head in bath towel?	1	
17. Pat face and neck dry?	1	
18. Remove cotton from ears?	1	
19. Dry hair with towel?	1	
20. Assist patient to dry off,PRN?	1	
21. Assist patient to dress, PRN?	1	
22. Comb and brush hair until dry or use hairdryer if available?	1	
23. Assist patient back to his/her room?	1	
24. Make patient comfortable?	1	
25. Put away equipment?	1	
26. Wash hands?	1	
27. Report according to facility policy?	1	
total	27	

EQUIPMENT:
shampoo
comb, brush
3 towels
2 cotton balls
patient's clean clothes
hairdryer, if available

LESSON 5: HAIR REMOVAL

PERFORMANCE OBJECTIVE: Given a patient, equipment and the appropriate scorecard, the PCA will assist a patient with hair removal; specifically, the PCA will perform the skills listed below according to the appropriate checklist with 100% accuracy:

1. shave a male patient with a safety razor
2. shave a male patient with an electric razor
3. trim eyebrows, nostril hair and ear hair
4. remove chin and upper lip hair for female patients

RESOURCES: AHCA film # CAV009 "More than Just a Shave"
Missouri, Health Services,chapter 9
Paulson-Goodwin pp. 132-133
Teacher Lecture/Demonstration

SUGGESTED ACTVITIES FOR UNIT 8, LESSON 5

1. See the AHCA film #CAV009 "More than Just a Shave".
2. Read in Paulson-Goodwin pp. 132-133.
3. Read in Missouri, Health Services chapter 9 before doing a shave.
4. Watch a teacher demonstration on shaving a male patient with a safety razor and an electric razor.
5. Practice doing both kinds of shaves while performing patient care in your facility. Use the appropriate scorecards to check yourself.
6. When you are ready, ask your teacher to check you using the scorecards. You must score 100% on each skill for mastery.

SCORECARD: SHAVE A MALE PATIENT USING A DISPOSABLE RAZOR

STUDENT'S NAME ______________________ DATE ________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 21 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash hands?	1	______
2. Put on gloves?	1	______
3. Gather equipment?	1	______
4. Tell patient what you are going to do?	1	______
5. Provide privacy?	1	______
6. Adjust lamp to shine full on pt's face?	1	______
7. Put bed into semi-fowlers position, if allowed?	1	______
8. Spread towel under patient's chin and over his chest?	1	______
9. Pat warm water on patient's face?	1	______
10. Apply shaving cream to patient's face?	1	______
11. Hold skin taut with fingers of one hand?	1	______
12. Shave downward over cheeks,upward on neck?	1	______
13. Apply antiseptic to any nicks?	1	______
14. Rinse soap off patient's face with clean water?	1	______
15. Pat dry?	1	______
16. Apply after shave or lotion, if patient desires?	1	______
17. Make patient comfortable?	1	______
18. Put up side rail?	1	______
19. Put away equipment?	1	______
20. Wash hands?	1	______
21. Chart?	1	______
TOTAL	21	______

SCORECARD: SHAVE A MALE PATIENT USING AN ELECTRIC RAZOR

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 14 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash hands?	1	______
2. Put on gloves?	1	______
3. Gather equipment? (skin bracer and electric razor)	1	______
4. Tell patient what you are going to do?	1	______
5. Provide privacy?	1	______
6. Put bed into semi-fowlers position, if allowed?	1	______
7. Pat skin bracer on patient's face?	1	______
8. Move the razor in a circles over the patient's face?	1	______
9. Apply after shave or lotion, if patient desires?	1	______
10. Make patient comfortable?	1	______
11. Put up side rail?	1	______
12. Put away equipment?	1	______
13. Wash hands?	1	______
14. Chart?	1	______
TOTAL	14	______

SCORECARD: REMOVE HAIR FROM THE CHIN, NOSE AND OR EAR

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 15 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash hands?	1	_____
2. Put on gloves?	1	_____
3. Gather equipment? (eye brow tweezers)	1	_____
4. Tell patient what you are going to do?	1	_____
5. Provide privacy?	1	_____
6. Put bed into semi-fowlers position, if allowed?	1	_____
7. Grasp the unwanted hair with the tweezers, one strand at a time?	1	_____
8. Pull the unwanted hair quickly with one swift stroke?	1	_____
9. Repeat # 7 & 8 until all hair is removed?	1	_____
10. Apply antiseptic if bleeding occurs?	1	_____
11. Make patient comfortable?	1	_____
12. Put up side rail?	1	_____
13. Put away equipment?	1	_____
14. Wash hands?	1	_____
15. Chart?	1	_____
TOTAL	15	_____

LESSON 6: NAIL CARE

PERFORMANCE OBJECTIVE: Given a patient, equipment and the appropriate scorecards, the PCA will give a manicure and/or pedicure according to the appropriate scorecard with 100% accuracy.

RESOURCES: Paulson-Goodwin pp. 133-135

AHCA film #CAV010 "Caring for Nails"

Teacher lecture/demonstration.

SUGGESTED ACTIVITIES FOR UNIT 8, LESSON 6

1. Read in Paulson-Goodwin pp. 133-135.
2. See the AHCA film #CAV010 "Caring for Nails".
3. Watch your teacher perform a manicure and a pedicure.
4. Using a classmate as a patient, practice performing a manicure and a pedicure.
5. Use the appropriate scorecard to grade yourself on your performance.
6. When you are ready, ask your teacher to watch you give a manicure and a pedicure. The teacher will use the appropriate scorecard to check you. Mastery is 100%.

SCORECARD: MANICURE

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 12 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment? (washbasin, orangesticks, soap, towel, paper towel, fingernail clippers, emory board)	1	______
3. Soak fingers in warm soapy water for at least 5 minutes?	1	______
4. Rinse hands in clear warm water?	1	______
5. Dry hands with clean towel?	1	______
6. Place papertowel under patient's hand?	1	______
7. Gently remove dirt from around and under each fingernail with orangestick?	1	______
8. Wipe dirt onto paper towel?	1	______
9. Trim nails in an oval shape, taking care not to trim below the skin line or to cut the skin?	1	______
10. Smooth the nails using an emory board?	1	______
11. Put away equipment?	1	______
12. Wash your hands?	1	______
TOTAL	12	______

SCORECARD: PEDICURE

STUDENT'S NAME ____________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 16 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Gather equipment? (washbasin, orangesticks, soap,2 towels, fingernail clippers, emory board)	1	_____
3. Soak feet in warm soapy water for at least 5 minutes?	1	_____
4. Rinse feet in clear warm water?	1	_____
5. Dry feet with clean towel?	1	_____
6. Place towel under patient's foot?	1	_____
7. Gently remove dirt from around and under each nail with orangestick?	1	_____
8. Wipe dirt onto towel?	1	_____
9. Trim toenails straight across ONLY if you have permission?	1	_____
10. Smooth nails with the emory board?	1	_____
11. Inspect the feet and in between toes for cracks, corns, or callouses?	1	_____
12. Check feet for circulation by checking color and temperature. Feet should be warm and pale pink. (Report extremely cold, blue feet to your supervisor)	1	_____
13. Assist to replace stockings and shoes?	1	_____
14. Put away equipment?	1	_____
15. Wash your hands?	1	_____
16. Report any signs of poor circulation, reddened areas, skin breakdown, etc to your supervisor?	1	_____
TOTAL	16	_____

LESSON SEVEN: DRESSING THE PATIENT

PERFORMANCE OBJECTIVE: Given a patient and the appropriate scorecards, the PCA will assist with dressing and undressing a patient and dress and undress a dependent patient with 100% accuracy on the scorecards.

1. Determine if the patient needs assistance with dressing or must be dressed.
2. Explain the care of dirty clothes.
3. Demonstrate techniques for assisting patients with zippers, buttons and ties.
4. Undress and dress a dependent patient.
5. Assist with dressing and undressing a patient.

RESOURCES: Paulson - Goodwin pp. 136-138

Teacher Lecture / Demonstration

SCORECARD: ASSISTING WITH DRESSING AND UNDRESSING

STUDENT'S NAME________________________________ DATE:_____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 8 on this skill in order to show mastery.

DID YOU:

		Perfect Score	Your Score
1.	Wash your hands?	1	_____
2.	Allow patient, as much as possible, to choose clothes?	1	_____
3.	Provide complete privacy the patient to dress?	1	_____
4.	Explain to the patient what you will do?	1	_____
5.	Encourage patient to do as much as possible?	1	_____

6.	Dress weak side first?	1	______
7.	Undress weak side last?	1	______
8.	Place dirty clothes in designated place?	1	______
		______	______
	Total:	8	______

SCORECARD: DRESSING AND UNDRESSING A DEPENDENT PATIENT

STUDENT'S NAME________________________________ DATE:__________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 13 on this skill in order to show mastery.

DID YOU:

	Perfect Score	Your Score
	Dressing	
1. Remove bed gown or pajamas and any soiled linen from under the patient?	1	_____
2. Assist patient to put on underclothes, stockings and slacks while lying down?	1	_____

3. Assist the patient to put on skirt or dress while sitting up in bed or chair	1	______
4. Help patient put on shoes before standing up from bed.	1	______

Undressing

5. Remove patient's shoes while patient is sitting or lying down on bed.	1	______
6. Unzip or unbutton patient's clothes before lying down.	1	______
7. Pull lower part of clothes over buttocks (dress/slip)	1	______
8. Remove undergarments	1	______
9. Check skin for reddened areas.	1	______
10. Place soiled clothing in laundry.	1	______
11. Hang clean clothing on hangers in patient's closet.	1	______

12. Make sure patient is comfortable.	1	______
13. Place nurses' call light within reach	1	______
	______	______
Total:	13	______

SCORECARD: ASSISTING WITH DRESSING AND UNDRESSING

STUDENT'S NAME ____________________ DATE: __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 8 on this skill in order to show mastery.

DID YOU:

	Perfect Score	Your Score
1. Wash your hands?	1	____
2. Allow patient, as much as possible, to choose clothes?	1	____
3. Provide complete privacy for the patient to dress?	1	____
4. Explain to the patient what you will do?	1	____
5. Encourage patient to do as much as possible?	1	____
6. Dress weak side first?	1	____
7. Undress weak side last?	1	____
8. Place dirty clothes in designated place?	1	____
Total	8	____

UNIT NINE: PATIENT UNIT

UNIT OBJECTIVE: Upon the completion of this unit, the PCA will be able to take care of a patient's unit, including care of plants, clothing, and the bed.

The following lessons have been planned to assist the PCA in reaching the objective:

LESSON ONE: THE PATIENT'S BELONGINGS
LESSON TWO: ADJUSTING THE BED
LESSON THREE: UNOCCUPIED BED
LESSON FOUR: OCCUPIED BED

VOCABULARY

high horizontal
low horizontal
semi-Fowler's
knee gatch
body mechanics
patient unit
unoccupied unit
occupied unit
open bed
closed bed
surgical bed
bedsore
miter

MEDICAL ABBREVIATIONS

pt.
HH (high horizontal)
LH (low horizontal)
PRN

LESSON 1: THE PATIENT'S BELONGINGS

PERFORMANCE OBJECTIVE: Given a patient, his/her personal belongings, and a patient unit, the PCA will maintain the patient unit neatly and in accordance to facility policy. Specifically, the PCA will

- straighten the patient's room daily
- water the patient's plants as needed
- hang or fold clothing and store neatly
- label belongings with the patient's name and room number immediately
- provides fresh, clean ice and/or drinking water

RESOURCES: teacher lecture

SUGGESTED ACTIVITIES FOR UNIT 9, LESSON 1

1. Listen to the teacher lecture.
2. You will be evaluated on the way you perform the enabling objectives when taking care of a patient unit in your facility, using the scorecard as a guide.

SCORECARD: CARE OF THE PATIENT UNIT

STUDENT'S NAME________________________________ DATE________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "Yes" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 8 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Straighten the patient's room, PRN?	1	______
2. Hang patient's clothing, PRN?	1	______
3. Label the patient's clothing and/or belongings, PRN?	1	______
4. Water the patient's plants, PRN?	1	______
5. Wash and rinse patient's glass, water pitcher and tray, PRN?	1	______
6. Fill the pitcher with ice/water, PRN?	1	______
7. Place the pitcher and glass within easy reach of the patient?	1	______

8. Place the call light within easy of the patient?	1	______
Total:	8	______

LESSON 2: ADJUSTED THE BED

PERFORMANCE OBJECTIVE: Given a patient's bed, the PCA will correctly position it into three(3) positions; specifically, the PCA will correctly adjust the patient's bed into the high horizontal position, the low horizontal position, according to the appropriate scorecard with no errors.

RESOURCES: Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 9, LESSON 2

1. Listen to the teacher lecture demonstration.
2. After the teacher has demonstrated each position for the bed, practice moving the bed into that position.
3. Have a classmate pretend to be your patient and have another classmate grade you using the appropriate scorecard.
4. When you can adjust the bed into all three positions, ask your teacher to grade you using the appropriate scorecard.
5. You must adjust the bed into each of the three positions with no errors in order to master this lesson.

SCORECARD: HIGH HORIZONTAL POSITION

STUDENT'S NAME________________________________ DATE ______________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that questions. To find out how well you performed, add your points and compare them to the perfect score. You must score 6 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Raise and lock siderails? (if pt is in the bed)	1	_____
3. Lower the head of the bed as far as possible?	1	_____
4. Lower the knee gatch as far as possible?	1	_____
5. Raise the entire bed as far as possible?	1	_____
6. Place the call button within easy reach of the patient?	1	_____
TOTAL	6	_____

SCORECARD: LOW HORIZONTAL POSITION

STUDENT'S NAME________________________ DATE________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 6 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Raise and lock siderails? (if pt is in the bed)	1	_____
3. Lower the head of the bed as far as possible?	1	_____
4. Lower the knee gatch as far as possible?	1	_____
5. Lower the entire bed as far as possible?	1	_____
6. Place the call button within easy reach of the patient.	1	_____

SCORECARD: SEMI-FOWLER'S POSITION

STUDENT'S NAME________________________________ DATE_____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 5 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Raise and lock siderails? (if pt is in the bed)	1	_____
3. Raise the head of the bed until the bottom of mattress is even with the head board of the bed (a 45 degree angle)?	1	_____
4. Raise the knee gatch slightly	1	_____
5. Place the call button within easy reach of the patient?	1	_____
Total	5	_____

LESSON 3: UNOCCUPIED BED

PERFORMANCE OBJECTIVE: Given an unoccupied patient's bed, the PCA will adjust the covers of the bed to be a closed, an open and a surgical bed. The bed will be made in less than 10 minutes and will be wrinkle free and according to the appropriate scorecard with no errors.

RESOURCES: Missouri, Health Services, Unit 11
Paulson-Goodwin pp 140-144
AHCA film #CAVOO2, "Their Own Special Place"
Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 9, LESSON 3

1. Read in Missouri, Health Services, Unit 11.
2. Read in Paulson - Goodwin pp 140-144.
3. Watch the AHCA film #CAV002, "Their Own Special Place".
4. Complete the review sheet, "Unoccupied Beds".
5. Watch the teacher lecture/demonstration on how to make each type of unoccupied bed.
6. Practice making each type of unoccupied bed. Let one of your classmates grade you using the appropriate scorecard.***
7. Ask your teacher to watch you make each type of unoccupied bed. The teacher will grade you using the appropriate scorecard. You must score 100% on each bed in order to master.***

*** HINT: You can save time if you will make a closed bed and then change only the top sheet to make an open and a surgical bed.

REVIEW SHEET 9-3: UNOCCUPIED BEDMAKING

STUDENT'S NAME__________________________ DATE__________________

DIRECTIONS: Circle the letter of the correct answer.

1. An unoccupied bed is one that

   A. has a patient in it.

   B. does not have a patient in it.

2. An unoccupied bed that has been cleaned and made up for a new patient is called a (n)

   A. surgical bed.

   B. closed bed.

   C. open bed.

3. An unoccupied bed that is made up for a patient who is waiting to go back to bed is called a (n)

   A. surgical bed.

   B. closed bed.

   C. open bed.

4. An unoccupied bed that is made up for a patient who is waiting to come back to bed from a stretcher is called a (n)

   A. surgical bed.

   B. closed bed.

   C. open bed.

5. When making a bed, there should be no wrinkles on the bed because

   A. wrinkles are hard to keep clean

   B. wrinkles can cause bedsores.

C. wrinkles can keep the patient awake.

6. When making a bed, it is important for the PCA to use good body mechanics because

A. it looks nicer for the patient.

B. it keeps the PCA from hurting his/her back.

C. it makes the PCA more tired at the end of the day.

SCORECARD: CLOSED BED

STUDENT'S NAME__________________________ DATE_________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score performed, add your points and compare them to the perfect score. You must score 37 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Apply gloves?	1	_____
3. Gather equipment? (top sheet, bottom sheet, drawsheet, pillowcase, hamper)?	1	_____
4. Put bed in HH position?	1	_____
5. Remove dirty linen one piece at a time?	1	_____
6. Be careful no to let the dirty linen touch your uniform?	1	_____
7. Roll each sheet into a ball with the clean side facing outwards?	1	_____
8. Place each piece of linen into the laundry hamper?	1	_____
9. Place the bottom sheet on the mattress?	1	_____

10. Unfold the sheet lengthwise so the fold is in the center of the bed? 1 ______

11. Position the bottom hem at the very edge of the mattress? 1 ______

12. Tuck the top hem tightly under the mattress and miter the corner nearest you? 1 ______

13. Tuck the sheet under the mattress all the way down the side of the bed nearest you? 1 ______

14. Place the drawsheet on the middle of the bed? 1 ______

15. Unfold the drawsheet so that the hems face downwards and are on either side of the bed? 1 ______

16. Tuck the drawsheet on the side of the bed nearest you? 1 ______

17. Place the top sheet on the bed and unfold lengthwise so the fold is in the center of the bed and the hem faces UPWARDS? 1 ______

18. Position the top sheet so that the top edge is even with the top of the mattress? 1 ______

19. Place the spread over the top sheet leaving enough at the top to cover the pillow? 1 ______

20. Tuck the top sheet and spread at the foot of the bed, making a toe pleat and mitering the corner nearest you? 1 ______

21. Go to the other side of the bed? 1 ______

22. Tuck the bottom sheet under the top of the mattress and miter the corner? 1 ______

23.	Tuck the bottom sheet and drawsheet under the side of the mattress all the way to the bottom of the bed?	1	______
24.	Pull tightly to remove all wrinkles?	1	______
25.	Tuck the top sheet and blanket at the bottom of the mattress and miter?	1	______
26.	Fold the top of the spread back 1/3 of the length of the bed?	1	______
27.	Place clean pillow case on pillow?	1	______
28.	Place pillow on the top of the bed?	1	______
29.	Fold spread over pillow?	1	______
30.	Raise both siderails?	1	______
31.	Made bed within minutes?	1	______
32.	Place call light within easy reach of the patient?	1	______
33.	Close the top of the linen hamper?	1	______
34.	Take soiled linen to dirty utility room?	1	______
35.	Use good body mechanics?	1	______
36.	Remove your gloves?	1	______
37.	Wash your hands?	1	______
	Total:	37	______

SCOREBOARD: OPEN BED

STUDENT'S NAME____________________ **DATE**____________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer, "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 38 on this skill in order to show mastery.

DID YOU:		perfect score	your score
1.	Wash your hands?	1	______
2.	Apply gloves?	1	______
3.	Gather equipment? (top sheet, bottom sheet, drawsheet, pillowcase, hamper)?	1	______
4.	Put bed in HH position?	1	______
5.	Remove dirty linen one piece at a time?	1	______
6.	Be careful no to let the dirty linen touch your uniform?	1	______
7.	Roll each sheet into a ball with the clean side facing outwards?	1	______
8.	Place each piece of linen into the laundry hamper?	1	______
9.	Place the bottom sheet on the mattress?	1	______

10. Unfold the sheet lengthwise so the fold is in the center of the bed?	1	______
11. Position the bottom hem at the very edge of the mattress?	1	______
12. Tuck the top hem tightly under the mattress and miter the corner nearest you?	1	______
13. Tuck the sheet under the mattress all the way down the side of the bed nearest you?	1	______
14. Place the drawsheet on the middle of the bed?	1	______
15. Unfold the drawsheet so that the hems face downwards and are on either side of the bed?	1	______
16. Tuck the drawsheet on the side of the bed nearest you?	1	______
17. Place the top sheet on the bed and unfold lengthwise so the fold is in the center of the bed and the hem faces UPWARDS?	1	______
18. Position the top sheet so that the top edge is even with the top of the mattress?	1	______
19. Place the spread over the top sheet leaving enough at the top to cover the pillow?	1	______
20. Tuck the top sheet and spread at the foot of the bed, making a toe pleat and mitering the corner nearest you?	1	______
21. Go to the other side of the bed?	1	______
22. Tuck the bottom sheet under the top of the mattress and miter the corner?	1	______

23.	Tuck the bottom sheet and drawsheet under the side of the mattress all the way to the bottom of the bed?	1	______
24.	Pull tightly to remove all wrinkles?	1	______
25.	Tuck the top sheet and blanket at the bottom of the mattress and miter?	1	______
26.	Fold the top of the spread back 2/3 of the length of the bed?	1	______
27.	Fanfold?	1	______
28.	Place clean pillow case on pillow?	1	______
29.	Place pillow on the top of the bed?	1	______
30.	Position bed in LH position?	1	______
31.	Raise one siderail and lock?	1	______
32.	Made bed within 10 minutes?	1	______
33.	Place call light within easy reach of the patient?	1	______
34.	Close the top of the linen hamper?	1	______
35.	Take soiled linen to dirty utility room?	1	______
36.	Use good body mechanics?	1	______
37.	Remove your gloves?	1	______
38.	Wash your hands?	1	______
	Total	38	______

SCORECARD: SURGICAL BED

STUDENT'S NAME______________________________ DATE__________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 39 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Apply gloves?	1	_____
3. Gather equipment? (top sheet, bottom sheet, drawsheet, pillowcase, hamper)?	1	_____
4. Put bed in HH position?	1	_____
5. Remove dirty linen one piece at a time?	1	_____
6. Be careful no to let the dirty linen touch your uniform?	1	_____
7. Roll each sheet into a ball with the clean side facing outwards?	1	_____
8. Place each piece of linen into the laundry hamper?	1	_____
9. Place the bottom sheet on the mattress?	1	_____

10.	Unfold the sheet lengthwise so the fold is in the center of the bed?	1	______
11.	Position the bottom hem at the very edge of the mattress?	1	______
12.	Tuck the top hem tightly under the mattress and miter the corner nearest you?	1	______
13.	Tuck the sheet under the mattress all the way down the side of the bed nearest you?	1	______
14.	Place the drawsheet on the middle of the bed?	1	______
15.	Unfold the drawsheet so that the hems face downwards and are on either side of the bed?	1	______
16.	Tuck the drawsheet on the side of the bed nearest you?	1	______
17.	Place the top sheet on the bed and unfold lengthwise so the fold is in the center of the bed and the hem faces UPWARDS?	1	______
18.	Position the top sheet so that the top edge is even with the top of the mattress?	1	______
19.	Place the spread over the top sheet leaving enough at the top to cover the pillow?	1	______
20.	Tuck the top sheet and spread at the foot of the bed, making a toe pleat and mitering the corner nearest you?	1	______
21.	Go to the other side of the bed?	1	______
22.	Tuck the bottom sheet under the top of the mattress and miter the corner?	1	______

23.	Tuck the bottom sheet and drawsheet under the side of the mattress all the way to the bottom of the bed?	1	______
24.	Pull tightly to remove all wrinkles?	1	______
25.	Tuck the top sheet and blanket at the bottom of the mattress and miter?	1	______
26.	Fold the spread and top sheet off the foot of the bed?	1	______
27.	Fanfold?	1	______
28.	Place clean pillow case on pillow?	1	______
29.	Place pillow in closet?	1	______
30.	Place disposable pad on bed instead of pillow?	1	______
31.	Raise one siderail and lock?	1	______
32.	Made bed within 10 minutes?	1	______
33.	Place call light within easy reach of the patient?	1	______
34.	Place IV pole on side of bed with siderail down?	1	______
35.	Close the top of the linen hamper?	1	______
36.	Take soiled linen to dirty utility room?	1	______
37.	Use good body mechanics?	1	______
38.	Remove your gloves?	1	______
39.	Wash your hands?	1	______

LESSON FOUR: OCCUPIED BEDS

PERFORMANCE OBJECTIVE: Given a patient, a bed, and the proper equipment, the PCA will make a wrinkle-free bed in accordance with the scorecard with no errors.

RESOURCES:

AHCA film #CAV002, "Their Own Special Place"
Paulson - Goodwin, pp. 144-145
Missouri, Health Services, unit 11
Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 9, LESSON 4

1. Read in Paulson-Goodwin pp 144-145.
2. Read in Missouri, Health Services, unit 11
3. Review the AHCA film #CAV002, "Their Own Special Place", if needed.
4. Watch the teacher lecture/demonstration.
5. Have one of your classmate act as your patient. Have another classmate grade you using the scorecard. Practice until you can make an occupied bed correctly.
6. Ask your teacher to watch you make an occupied bed using the scorecard to grade you. You must score 100% in order to master this skill.

SCORECARD: MAKE AN OCCUPIED BED

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 43 on this skill in order to show mastery.

DID YOU:		perfect score	your score
1.	Wash your hands?	1	_____
2.	Put on gloves?	1	_____
3.	Gather equipment? (top sheet, bottom sheet, drawsheet, pillowcase, hamper)?	1	_____
4.	Make sure siderails are up and locked?	1	_____
5.	Close the door and pull the curtain	1	_____
6.	Put bed in HH position?	1	_____
7.	Roll the patient toward you against one siderail?	1	_____
8.	Walk to other side of bed?	1	_____
9.	Lower the siderail?	1	_____
10.	Loosen linens at the foot of the bed?	1	_____
11.	Be careful not to let the dirty linen touch your uniform?	1	_____

12. Roll bottom sheet and draw sheet length-wise under patient?	1	____
13. Place the bottom sheet on the mattress?	1	____
14. Unfold the sheet lengthwise so the fold is in the center of the bed?	1	____
15. Position the bottom hem at the very edge of the mattress?	1	____
16. Tuck the top hem tightly under the mattress and miter the corner nearest you?	1	____
17. Tuck the sheet under the mattress all the way down the side of the bed nearest you?	1	____
18. Place the drawsheet on the middle of the bed?	1	____
19. Unfold the drawsheet so that the hems face downwards and are on either side of the bed?	1	____
20. Tuck the drawsheet on the side of the bed nearest you?	1	____
21. Place the top sheet on the bed and unfold lengthwise so the fold is in the center of the bed and the hem faces UPWARDS?	1	____
22. Position the top sheet so that the top edge is even with the top of the mattress?	1	____

23. Place the spread over the top sheet?	1	______
24. Raise the siderail?	1	______
25. Help the patient turn over and move against the siderail closet to you?	1	______
26. Walk to the other side of the bed?	1	______
27. Lower the siderail?	1	______
28. Tuck the bottom sheet under the top of the mattress and miter the corner?	1	______
29. Tuck the bottom sheet and drawsheet under the side of the mattress all the way to the bottom of the bed?	1	______
30. Pull tightly to remove all wrinkles?	1	______
31. Help the patient turn onto his/her back?	1	______
32. Ask the patient to hold onto the top of the clean top sheet?	1	______
33. Go to the foot of the bed?	1	______
34. Pull the dirty top sheet from under the clean top sheet?	1	______
35. Tuck the top sheet and spread at the foot of the bed and make a miter on both sides?	1	______
36. Raise the side rail?	1	______
37. Place call light within easy reach of the patient?	1	______
38. Use good body mechanics?	1	______
39. Keep the patient covered at all times?	1	______

40.	Close the top of the linen hamper?	1	______
41.	Take soiled linen to dirty utility room?	1	______
42.	Remove your gloves?	1	______
43.	Wash your hands?	1	______
	Total	43	______

UNIT TEN: REHABILITATIVE ISSUES

UNIT OBJECTIVE: Upon completion of this unit, the PCA will be able to position a dependent patient, using special equipment as necessary; the PCA will also provide exercise for the patient in accordance with the rehabilitative plan of the patient.

The following lessons have been planned to assist you in reaching the unit objective:

LESSON ONE: Positioning a Dependent Patient, Lateral Position

LESSON TWO: Positioning a Dependent Patient, Supine Position

LESSON THREE: Maintaining Range of Motion

VOCABULARY

- Body alignment
- lateral position
- supine position
- bedsore
- flex
- sheepskin
- eggcrate mattress
- pressure mattress
- water mattress
- contracture
- physical therapy

MEDICAL ABBREVIATIONS

- q2h
- HH (high horizontal)
- pt.
- ROM

RELATED DISEASES/DISORDERS

- osteoporosis
- bedsores
- contractures

LESSON ONE: POSITIONING A DEPENDENT PATIENT, LATERAL POSITION

PERFORMANCE OBJECTIVE: Given a dependent patient, any ordered special equipment and a hospital bed, the PCA will position a dependent patient in the lateral position, in accordance to that patient's rehabilitative plan and the scorecard, with no errors.

RESOURCES: Paulson-Goodwin, p 155
AHCA film # CAV051:"Skin Care"
Teacher lecture/ demonstration

SUGGESTED ACTIVITIES FOR UNIT 10, LESSON 1

1. Read in Paulson-Goodwin, page 155.
2. See the AHCA film #CAV051: "Skin Care".
3. Watch the teacher lecture demonstration on how to position a patient on his/her side.
4. Divide into groups of three students. Have one student act as the patient, one as the PCA, and one as the teacher. The "teacher" should use the scorecard to grade the "student" on his/her performance. Rotate so that everyone has a chance to practice.
5. When you are ready, ask the teacher to watch you move a patient onto his/her side. The teacher will use the scorecard to grade you. You must score 100% in order to show mastery of this skill.

SCORECARD: TURN A PATIENT ON HIS/HER SIDE

STUDENT'S NAME ____________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking eac question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 32 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment ?	1	______
3. Provide privacy for the patient by closing the door and/or curtain?	1	______
4. Tell pt what you are going to do?	1	______
5. Check the side rail to be sure it is locked?	1	______
6. Put the bed in HH position?	1	______
7. Cover the patient with a bath blanket?	1	______
8. Pull the top sheet from under the bath blanket and fan fold to the foot of the bed?	1	______
9. Turn pt toward you, keeping pt on the sheepskin, EGGCRATE, ETC.?	1	______
10. Check the patient's back for S/S of of bedsores?	2	______
11. Massage the back with lotion, if allowed?	1	______
12. Place pillow lengthwise along back, from shoulders to hip?	1	______
13. Roll patient back onto the pillow?	1	______
14. Place pillow lengthwise between legs with knee joint flexed?	1	______
15. Place hand rolls into hands?	1	______
16. Flex arms?	1	______
17. Place pillow between arms?	1	______
18. Position head on small pillow?	1	______
19. Check for correct body alignment?		
20. Check that all pressure points on the body are protected?	2	______
21. Check that all joints are flexed?	2	______
22. Cover pt.?	1	______
23. Allow the patient to do as much as as possible for exercise?	1	______
24. Turn patient every 2 hours?	2	______
25. Put up side rails?	1	______
26. Put away equipment?	1	______
27. Wash hands?	1	______
28. Report any reddened areas or sores to the nurse?	1	______
TOTAL	32	______

LESSON TWO: POSITIONING A DEPENDENT PATIENT, SUPINE POSITION

PERFORMANCE OBJECTIVE: Given a dependent patient, any ordered special equipment and a hospital bed, the PCA will position a dependent patient in the supine position, in accordance to that patient's rehabilitative plan and the scorecard, with no errors.

RESOURCES: Paulson-Goodwin, p 156
AHCA film # CAV051:"Skin Care"
Teacher lecture/ demonstration

SUGGESTED ACTIVITIES FOR UNIT 10, LESSON 2

1. Read in Paulson-Goodwin, page 156.
2. Review the AHCA film #CAV051: "Skin Care", if needed.
3. Watch the teacher lecture demonstration on how to position a patient on his/her back.
4. Divide into groups of three students. Have one student act as the patient, one as the PCA, and one as the teacher. The "teacher" should use the scorecard to grade the "student" on his/her performance. Rotate so that everyone has a chance to practice.
5. When you are ready, ask the teacher to watch you move a patient onto his/her back. The teacher will use the scorecard to grade you. You must score 100% in order to show mastery of this skill.

SCORECARD: TURN A PATIENT ON HIS/HER BACK

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 30 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment ?	1	______
3. Provide privacy for the patient by closing the door and/or curtain?	1	______
4. Tell pt what you are going to do?	1	______
5. Check the side rail to be sure it is locked?	1	______
6. Put the bed in HH position?	1	______
7. Cover the patient with a bath blanket?	1	______
8. Pull the top sheet from under the bath blanket and fan fold to the foot of the bed?	1	______
9. Turn pt toward you, keeping pt on the sheepskin?	1	______
10. Check the patient's back for S/S of of bedsores?	2	______
11. Massage the back with lotion, if allowed?	1	______
12. Roll the patient onto his/her back, keeping the patient on the sheepskin?	1	______
13. Place pillow under the knees to flex?	1	______
14. Place hand rolls into hands?	1	______
15. Flex elbows?	1	______
16. Position head on small pillow?	1	______
17. Check for correct body alignment?	1	______
18. Check that all pressure points on the body are protected?	2	______
19. Check that all joints are flexed?	2	______
20. Cover pt.?	1	______
21. Allow the patient to do as much as as possible for exercise?	1	______
22. Turn patient every 2 hours?	2	______
23. Put up side rails?	1	______
24. Put away equipment?	1	______
25. Wash hands?	1	______
26. Report any reddened areas or sores to the nurse?	1	______
TOTAL	30	______

LESSON THREE: MAINTAINING RANGE OF MOTION

PERFORMANCE OBJECTIVE: The PCA will assist in maintaining range of motion on a dependent patient by completing the laboratory activities and answering all questions correctly on the worksheet.

1. Identify the benefits of exercise.
2. Define the terms: range of motion and physical therapy.
3. State the difference between active and passive range of motion exercises.
4. Identify when to stop or not do range of motion exercises.
5. List reasons a patient may not wish to exercise.
6. Explain types of exercise.
7. Explain how and when to perform passive exercises.

RESOURCES:

Paulson-Goodwin pp. 174 - 178

Teacher lecture / demonstration

SUGGESTED ACTIVITIES FOR UNIT 10, LESSON 3

1. Read in Paulson-Goodwin, pages 174 - 178.
2. Participate in a class discussion on material in the textbook.
3. Watch the teacher lecture/demonstration on maintaining range of motion.
4. Divide into groups of three students. Have one student act as patient, one as the PCA and one as the teacher. The "teacher" should use the pictures on pp. 174-177 as a guide for practice. Rotate so that everyone has a chance to practice.
5. Continue practicing until your teacher is satisfied with your performance.
6. When you have completed the practice activities, complete the worksheet. You must answer all questions correctly.

WORKSHEET FOR UNIT 10, LESSON 3

1. List 3 benefits from exercise.

   A.

   B.

   C.

2. When you do the exercise for the patient, it is called

   ________________ exercise.

3. When the patient can do the exercise, it is called

   ________________ exercise.

4. Exercises that move each joint to its fullest ability are

   called ______________________________ exercises.

5. Name the warning signal associated with exercise.

   ____

6. If this warning signal occurs, you should stop immediately

   and do 2 things. Name them.

   A.

   B.

UNIT ELEVEN: PROVIDING MOBILITY

UNIT OBJECTIVE: Upon completion of this unit, the PCA will be able to provide mobility for the patient by assisting the patient to sit in a chair, ambulate with or without assistive devices, use a wheelchair and/or a geriatric chair, or transport the patient via stretcher and/or mechanical lift as prescribed by the individual plan of care for each patient.

The following lessons have been planned to help you reach the unit objective:

LESSON 1: Assist the Patient to Sit

LESSON 2: Assist the Patient to Ambulate

LESSON 3: Assist the Patient to Ambulate with Assistive Devices

LESSON 4: Transfer the Patient Using a Mechanical Lift

LESSON 5: Transfer the Patient Using a Stretcher

LESSON 6: Transfer the Patient Using a Wheelchair/Geri Chair

VOCABULARY

dangle
ambulate
mechanical lift
geriatric chair
wheelchair
stretcher
body mechanics
TED hose

MEDICAL ABBREVIATIONS

via
PRN
pt.

LESSON ONE: ASSIST THE PATIENT TO SIT

PERFORMANCE OBJECTIVE: Given a patient and equipment, the PCA will assist the patient to sit on the side of the bed (dangle) and then move the patient to sit in a bedside chair as prescribed by the patient's care plan, according to the scorecard with no errors.

RESOURCES: Paulson-Goodwin p. 153
AHCA video # CAV001, "Transferring Patients"
Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 11, LESSON ONE

1. Read in Paulson-Goodwin on page 153.
2. See the AHCA video #CAV001,"Transferring Patients".
3. Watch the teacher lecture/demonstration.
4. Using a classmate as a patient, practice assisting your "patient" to dangle. Have another classmate watch you and grade your performance using the scorecard.
5. Using a classmate as a patient, practice assisting your "patient" to sit in a chair placed near the bed. Have another classmate watch you and grade your performance using the scorecard.
6. When you are ready, ask the teacher to watch you assist a patient to dangle and transfer from the bed to a chair. The teacher will grade you using the appropriate scorecard. You must score 100% on each skill to show mastery.

SCORECARD: ASSISTING A PATIENT TO DANGLE

STUDENT'S NAME ______________________ DATE __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 17 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	____
2. Tell the patient what you are going to do?	1	____
3. Close the door and/or close the curtain?	1	____
4. Make sure the bed is locked?	1	____
5. Move patient to the side of the bed closest to you?	1	____
6. Adjust bed to LH position?	1	____
7. Have patient place his/her arms around your neck?	1	____
8. Stand with your legs slightly apart and your knees bent?	1	____
9. Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	____
10. Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	____
11. Allow the patient to rest in this position for a moment to regain balance?	1	____
12. Stand beside patient to prevent him/her from falling?	1	____
TO RETURN PT TO BED		
13. Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	____
14. Place your hands behind the patient's shoulders and lower him/her to the bed?	1	____
15. Raise the side rail?	1	____
16. Wash your hands?	1	____
17. Report anything unusual?	1	____
TOTAL	17	____

SCORECARD: ASSISTING A PATIENT TO SIT UP IN A CHAIR

STUDENT'S NAME ____________________ DATE __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 42 on this skill in order to show mastery.

DID YOU:

	perfect score	your score
1. Wash your hands?	1	______
2. Tell the patient what you are going to do?	1	______
3. Close the door and/or close the curtain?	1	______
4. Make sure the bed is locked?	1	______
5. Move patient to the side of the bed closest to you?	1	______
6. Adjust bed to LH position?	1	______
7. Have patient place his/her arms around your neck?	1	______
8. Stand with your legs slightly apart and your knees bent?	1	______
9. Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	______
10. Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	______
11. Allow the patient to rest in this position for a moment to regain balance?	1	______
12. Assist the patient with robe and slippers?	1	______
13. Stand beside patient to prevent him/her from falling?	1	______
14. Stand facing the patient, your feet slightly spread, with one foot 2-3 " in front of the other and knees bent slightly?	1	______
15. Have patient place his/her arms around your neck?	1	______
16. Place your hands behind the patient's back?	1	______
17. Slide the patient forward until his/her feet touch the floor?	1	______
18. Turn your body to the side and place the arm nearest the pt around the pt's waist?	1	______
19. Grasp the patient's arm with your other hand?	1	______
20. Walk the patient to the chair?	1	______
	1	______

21. Turn patient so that his/her back is to the chair and you are facing the chair?	1	______
22. Hold the arm of the chair with one hand?	1	______
23. Hold the patient's arm with the other hand?	1	______
24. Lower the patient into the chair?	1	______
25. Make sure patient is secure in chair?	1	______
26. Adjust clothing, PRN?	1	______
27. Help patient with shoes and socks, PRN?	1	______

TO PUT PATIENT BACK TO BED

28. Stand facing the patient?	1	______
29. Have patient place his/her arms around your neck?	1	______
30. Place your arms behind the patient's back?	1	______
31. Raise the patient to a standing position?	1	______
32. Turn so that your arm nearest the patient is behind his/her back?	1	______
33. Hold patient's arm with your other hand?	1	______
34. Walk the patient to the bed?	1	______
35. Turn patient so that his/her knees touch the bed?	1	______
36. Lower patient to sit on side of the bed?	1	______
37. Assist the patient to remove robe,slippers?	1	______
38. Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	______
39. Place your hands behind the patient's shoulders and lower him/her to the bed?	1	______
40. Raise the side rail?	1	______
41. Wash your hands?	1	______
42. Report anything unusual?	1	______
TOTAL	42	______

LESSON TWO: ASSIST THE PATIENT TO AMBULATE

PERFORMANCE OBJECTIVE: Given a patient, the PCA will assist the patient to ambulate as prescribed by the patient's care plan, according to the scorecard with no errors.

RESOURCES: Paulson-Goodwin p. 153

AHCA video # CAV001, "Transferring Patients"

Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 11, LESSON TWO

1. Read in Paulson-Goodwin on page 153.
2. Review the AHCA video #CAV001,"Transferring Patients", PRN.
3. Watch the teacher lecture/demonstration.
4. Using a classmate as a patient, practice assisting your "patient" to ambulate. Have another classmate watch you and grade your performance using the scorecard.
5. When you are ready, ask the teacher to watch you assist a patient to ambulate. The teacher will grade you using the appropriate scorecard. You must score 100% on each skill to show mastery.

SCORECARD: ASSISTING A PATIENT TO AMBULATE

STUDENT'S NAME ____________________ DATE __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 30 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	
2. Tell the patient what you are going to do?	1	
3. Close the door and/or close the curtain?	1	
4. Make sure the bed is locked?	1	
5. Move patient to the side of the bed closest to you?	1	
6. Adjust bed to LH position?	1	
7. Have patient place his/her arms around your neck?	1	
8. Stand with your legs slightly apart and your knees bent?	1	
9. Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	
10. Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	
11. Allow the patient to rest in this position for a moment to regain balance?	1	
12. Assist patient to put on robe?	1	
13. Help patient with shoes and socks?	1	
14. Stand beside patient to prevent him/her from falling?	1	
15. Stand facing the patient, your feet slightly spread, with one foot 2-3 " in front of the other and knees bent slightly?	1	
16. Have patient place his/her arms around your neck?	1	
17. Place your hands behind the patient's back?	1	
18. Slide the patient forward until his/her feet touch the floor?	1	
19. Turn your body to the side and place the arm nearest the pt around the pt's waist?	1	
20. Grasp the patient's arm with your other hand?	1	
21. Walk the patient?	1	

TO PUT PATIENT BACK TO BED

22. Walk the patient to the bed?	1	______
23. Turn patient so that his/her knees touch the bed?	1	______
24. Assist the patient to remove robe and slippers?	1	______
25. Lower patient to sit on side of the bed?	1	______
26. Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	______
27. Place your hands behind the patient's shoulders and lower him/her to the bed?	1	______
28. Raise the side rail?	1	______
29. Wash your hands?	1	______
30. Report anything unusual?	1	______
TOTAL	30	______

LESSON THREE: ASSIST THE PATIENT TO AMBULATE WITH ASSISTIVE DEVICES

PERFORMANCE OBJECTIVE: Given a patient and the appropriate assistive device, the PCA will assist the patient to ambulate with the appropriate assistive device as prescribed by the patient's care plan, according to the scorecard with no errors.

RESOURCES: Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 11, LESSON THREE

1. Watch the teacher lecture/demonstration.
2. Using a classmate as a patient, practice assisting your "patient" to ambulate with each assistive device. Have another classmate watch you and grade your performance using the scorecard.
3. When you are ready, ask the teacher to watch you assist a patient to ambulate with various assistive devices. The teacher will grade you using the appropriate scorecard. You must score 100% on each skill to show mastery.

SCORECARD: ASSISTING A PATIENT TO AMBULATE WITH A CANE

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 34 on this skill in order to show mastery.

DID YOU:		perfect score	your score
1.	Wash your hands?	1	______
2.	Tell the patient what you are going to do?	1	______
3.	Close the door and/or close the curtain?	1	______
4.	Make sure the bed is locked?	1	______
5.	Move patient to the side of the bed closest to you?	1	______
6.	Adjust bed to LH position?	1	______
7.	Have patient place his/her arms around your neck?	1	______
8.	Stand with your legs slightly apart and your knees bent?	1	______
9.	Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	______
10.	Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	______
11.	Allow the patient to rest in this position for a moment to regain balance?	1	______
12.	Assist patient to put on robe?	1	______
13.	Help patient with shoes and socks?	1	______
14.	Stand beside patient to prevent him/her from falling?	1	______
15.	Stand facing the patient, your feet slightly spread, with one foot 2-3 " in front of the other and knees bent slightly?	1	______
16.	Have patient place his/her arms around your neck?	1	______
17.	Place your hands behind the patient's back?	1	______
18.	Slide the patient forward until his/her feet touch the floor?	1	______
19.	Check the rubber suction on the cane?	1	______
20.	Hand cane to the patient?	1	______
21.	Assist the patient to stand?	1	______
22.	Instruct patient to place cane on floor 6" out from foot on the affected side?	1	______

23.	Instruct patient to take a step with the unaffected foot while leaning on the cane?	1	
24.	Instruct patient to move cane and "bad" foot forward at same time?	1	

TO PUT PATIENT BACK TO BED

25.	Walk the patient to the bed?	1	
26.	Turn patient so that his/her knees touch the bed?	1	
27.	Lower patient to sit on side of the bed?	1	
28.	Assist the patient to remove robe and slippers?	1	
29.	Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	
30.	Place your hands behind the patient's shoulders and lower him/her to the bed?	1	
31.	Raise the side rail?	1	
32.	Wash your hands?	1	
33.	Report anything unusual?	1	
34.	Allow the patient to do as much as possible?	1	
	TOTAL	34	

SCORECARD: ASSISTING A PATIENT TO AMBULATE WITH A WALKER

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 34 on this skill in order to show mastery.

DID YOU:		perfect score	your score
1.	Wash your hands?	1	_____
2.	Tell the patient what you are going to do?	1	_____
3.	Close the door and/or close the curtain?	1	_____
4.	Make sure the bed is locked?	1	_____
5.	Move patient to the side of the bed closest to you?	1	_____
6.	Adjust bed to LH position?	1	_____
7.	Have patient place his/her arms around your neck?	1	_____
8.	Stand with your legs slightly apart and your knees bent?	1	_____
9.	Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	_____
10.	Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	_____
11.	Allow the patient to rest in this position for a moment to regain balance?	1	_____
12.	Assist patient to put on robe?	1	_____
13.	Help patient with rubber soled shoes and socks?	1	_____
14.	Stand beside patient to prevent him/her from falling?	1	_____
15.	Stand facing the patient, your feet slightly spread, with one foot 2-3 " in front of the other and knees bent slightly?	1	_____
16.	Have patient place his/her arms around your neck?	1	_____
17.	Place your hands behind the patient's back?	1	_____
18.	Slide the patient forward until his/her feet touch the floor?	1	_____
19.	Check rubber tips on walker?	1	_____
20.	Position the walker in front of patient?	1	_____
21.	Assist the patient to stand?	1	_____
22.	Instruct the patient to keep both hands on on the walker at all times?	1	_____

23.	Instruct patient to move walker ahead one step?	1	______
24.	Instruct patient to take two small steps to meet the walker?	1	______

TO PUT PATIENT BACK TO BED

25.	Walk the patient to the bed?	1	______
26.	Turn patient so that his/her knees touch the bed?	1	______
27.	Lower patient to sit on side of the bed?	1	______
28.	Assist patient to remove shoes?	1	______
29.	Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	______
30.	Place your hands behind the patient's shoulders and lower him/her to the bed?	1	______
31.	Raise the side rail?	1	______
32.	Wash your hands?	1	______
33.	Report anything unusual?	1	______
34.	Allow the patient to do as much as possible?	1	______
	TOTAL	34	______

LESSON FOUR: TRANSFER THE PATIENT WITH A MECHANICAL LIFT

PERFORMANCE OBJECTIVE: Given a patient and a mechanical lift, the PCA will transfer the patient to a chair at the bedside as prescribed by the patient's care plan, according to the scorecard with no errors.

RESOURCES: Paulson-Goodwin p. 156

AHCA video # CAV001, "Transferring Patients"

Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 11, LESSON FOUR

1. Read in Paulson-Goodwin on page 156.
2. Review the AHCA video #CAV001,"Transferring Patients", PRN.
3. Watch the teacher lecture/demonstration.
4. Using a classmate as a patient, practice transferring your "patient" to a bedside chair using the mechanical lift. Have another classmate watch you and grade your performance using the scorecard.
5. When you are ready, ask the teacher to watch you transfer a patient using the mechanical lift. The teacher will grade you using the appropriate scorecard. You must score 100% on each skill to show mastery.

SCORECARD: TRANSFERRING A PATIENT TO USING A MECHANICAL LIFT

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 24 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Tell the patient what you are going to do?	1	______
3. Close the door and/or close the curtain?	1	______
4. Make sure the bed is locked?	1	______
5. Adjust bed to LH position?	1	______
6. Roll the patient towards you on his/her side?	1	______
7. Fanfold the sling?	1	______
8. Place the sling along the back of the patient, making sure that the top of the sling is at the head and the bottom is at knees of the patient?	1	______
9. Roll the patient on his/her other side?	1	______
10. Pull the sling out flat?	1	______
11. Attach hooks into the matching holes of the sling?	1	______
12. Position the lifter over the patient with arm in the low position?	1	______
13. Attach the hooks to the correct chains on the lifter arm?	1	______
14. Turn the crank(Trans-aid) OR Pump lever (Hoyer) to raise patient off the bed?	1	______
15. Assist patient to move his/her legs off the bed?	1	______
16. Turn the patient so that he/she is facing you?	1	______
17. Move the patient away from the bed?	1	______
18. Position the lift over the seat of the chair?	1	______
19. Lock wheels or have someone hold chair?	1	______
20. Lower the arm of the lift?	1	______
21. Hold the top of the sling with one hand and pull back while lowering lift to position patient?	1	______
22. Unhook the chains from the lifter arm?	1	______
23. Make sure patient is secure in chair?	1	______
24. Wash your hands?	1	______
TOTAL	24	______

NOTE: Reverse the procedure to return patient to the bed.

LESSON FIVE: TRANSFER THE PATIENT USING A STRETCHER

PERFORMANCE OBJECTIVE: Given a patient and a stretcher, the PCA will transfer the patient from the bed to a stretcher using the four man lift according to the scorecard with no errors.

RESOURCES: AHCA video # CAV001, "Transferring Patients"

Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 11, LESSON FIVE

1. Review the AHCA video #CAV001,"Transferring Patients", PRN.
2. Watch the teacher lecture/demonstration.
3. Using a classmate as a patient, practice transferring your patient" from the bed to a stretcher using the four man lift. Have another classmate watch you and grade your performance using the scorecard.
4. When you are ready, ask the teacher to watch you transfer a patient from the bed to a stretcher using the four man lift. The teacher will grade you using the scorecard. You must score 100% to show mastery.

SCORECARD: TRANSFERRING A PATIENT FROM BED TO A STRETCHER USING THE FOUR MAN LIFT

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 22 on this skill in order to show mastery.

DID YOU:		perfect score	your score
1.	Wash your hands?	1	______
2.	Tell the patient what you are going to do?	1	______
3.	Close the door and/or close the curtain?	1	______
4.	Make sure the bed is locked?	1	______
5.	Adjust bed to HH position?	1	______
6.	Have the PCA's as follows: one at head, one at feet, one on either side of pt.?	1	______
7.	Cover patient with a bath blanket?	1	______
8.	Remove the top sheet from under the bath blanket?	1	______
9.	Fanfold top sheet to the foot of the bed?	1	______
10.	Roll the drawsheet toward the patient on either side?	1	______
11.	Lower the side rails?	1	______
12.	One PCA stands on either side of patient while another moves stretcher in position against one side of the bed?	1	______
13.	Lock the wheels of the stretcher?	1	______
14.	On stretcher side, the PCA stands facing stretcher with their abdomen against it to hold it tight against the bed?	1	______
15.	PCA at head of patient holds the patient's neck and shoulders?	1	______
16.	PCA at foot of patient holds the feet?	1	______
17.	PCA's on either side of patient hold the drawsheet?	1	______
18.	On the count of three, PCA's lift together and move the patient onto the stretcher?	1	______
19.	Fasten safety belt on the patient?	1	______
20.	Raise and lock the side rails on the stretcher?	1	______
21.	Cover the patient with an additional cover?	1	______
22.	Transport the patient so that the patient moves in the direction he/she is facing?	1	______
	TOTAL	22	______

NOTE: Reverse the procedure to return patient back to bed.

LESSON SIX: TRANSFER THE PATIENT USING A WHEELCHAIR/GERI CHAIR

PERFORMANCE OBJECTIVE: Given a patient and a wheelchair and /or geri chair, the PCA will transfer the patient from the bed to the chair according to the scorecard with no errors.

RESOURCES: AHCA video # CAV001, "Transferring Patients"
Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 11, LESSON SIX

1. Review the AHCA video #CAV001,"Transferring Patients", PRN.
2. Watch the teacher lecture/demonstration.
3. Using a classmate as a patient, practice transferring your "patient" from the bed to a wheelchair or geri chair. Have another classmate watch you and grade your performance using the scorecard.
4. When you are ready, ask the teacher to watch you transfer a patient from the bed to a wheelchair and/or a geri chair. The teacher will grade you using the scorecard. You must score 100% to show mastery.

SCORECARD: TRANSFERRING A PATIENT FROM BED TO WHEELCHAIR/GERI CHAIR

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 45 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	
2. Tell the patient what you are going to do?	1	
3. Close the door and/or close the curtain?	1	
4. Make sure the bed is locked?	1	
5. Adjust bed to LH position?	1	
6. Lock the wheels on the bed?	1	
7. Lock the wheels on the chair?	1	
8. Move the foot rests on the chair out of the way?	1	
9. Have patient place his/her arms around your neck?	1	
8. Stand with your legs slightly apart and your knees bent?	1	
9. Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	
10. Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	
11. Allow the patient to rest in this position for a moment to regain balance?	1	
12. Assist the patient with robe and slippers?	1	
13. Stand beside patient to prevent him/her from falling?	1	
14. Stand facing the patient, your feet slightly spread, with one foot 2-3 " in front of the other and knees bent slightly?	1	
15. Have patient place his/her arms around your neck?	1	
16. Place your hands behind the patient's back?	1	
17. Slide the patient forward until his/her feet touch the floor?	1	
18. Turn your body to the side and place the arm nearest the pt around the pt's waist?	1	

19. Grasp the patient's arm with your other hand?	1	
20. Walk the patient to the chair?	1	
21. Turn patient so that his/her back is to the chair and you are facing the chair?	1	
22. Hold the arm of the chair with one hand?	1	
23. Hold the patient's arm with the other hand?	1	
24. Lower the patient into the chair?	1	
25. Secure seat belt?	1	
26. Adjust the foot rests?	1	
27. Adjust clothing, PRN?	1	
28. Help patient with shoes and socks, PRN?	1	

TO PUT PATIENT BACK TO BED

29. Unfasten seat belt?	1	
30. Position foot rests out of the way?	1	
31. Stand facing the patient?	1	
32. Have patient place his/her arms around your neck?	1	
33. Place your arms behind the patient's back?	1	
34. Raise the patient to a standing position?	1	
35. Turn so that your arm nearest the patient is behind his/her back?	1	
36. Hold patient's arm with your other hand?	1	
37. Walk the patient to the bed?	1	
38. Turn patient so that his/her knees touch the bed?	1	
39. Lower patient to sit on side of the bed?	1	
40. Assist the patient to remove robe,slippers?	1	
41. Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	
42. Place your hands behind the patient's shoulders and lower him/her to the bed?	1	
43. Raise the side rail?	1	
44. Wash your hands?	1	
45. Report anything unusual?	1	
TOTAL	45	

UNIT TWELVE: MECHANICAL RESTRAINTS

UNIT OBJECTIVE: Upon completion of this unit, the PCA will be able to demonstrate knowledge of the legalities involved with using restraints by using restraints in accordance to the law and facility policy and, given a patient and a restraint chosen by the instructor, the PCA will apply the restraint correctly and provide care to the patient according to the scorecard with no errors.

The following lessons have been planned to help you reach the unit objective:

LESSON 1: The Legalities of Using Restraints

LESSON 2: Care of the Patient in Restraints

VOCABULARY	MEDICAL ABBREVIATIONS
restrain	PRN
restraint	qh
contracture	q30min.
circulation	q2h
	pt
	BR

LESSON ONE: THE LEGALITIES OF USING RESTRAINTS

PERFORMANCE OBJECTIVE: Upon completion of this unit, the PCA will be able to demonstrate knowledge of the legalities involved with using restraints by using restraints in accordance to the law and facility policy.

RESOURCES: Paulson-Goodwin p. 184-185

VIDEO: "Resident's Rights: A Summary for Families"

SUGGESTED ACTIVITIES FOR UNIT 12, LESSON ONE

1. Read in Paulson-Goodwin on pages 184-185 .
2. See the video "Resident's Rights: A Summary for Families".
3. You will be graded on this objective while you are applying restraints in lesson 2.

LESSON TWO: PATIENT CARE USING RESTRAINTS

PERFORMANCE OBJECTIVE: Given a patient and a restraint chosen by the instructor, the PCA will apply that restraint correctly and provide care to the patient according to the scorecard with no errors. In addition, the PCA will follow all legal and facility policy procedures when using restraints.

RESOURCES: Paulson-Goodwin p. 184-185

VIDEO: "Resident's Rights: A Summary for Families"

Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 12, LESSON TWO

1. Read in Paulson-Goodwin on pages 184-185 .
2. Review the video "Resident's Rights: A Summary for Families", PRN.
3. Listen to the teacher lecture/demonstration.
4. You will be graded by using the general scorecard,"Care of the Patient in Restraints".

SCORECARD: CARE OF THE PATIENT IN RESTRAINTS

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 13 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Check to see if the restraint has been ordered by the patient's doctor?	1	______
3. Tell the patient what you are going to do?	1	______
4. Make sure the restraint is not too tight? (HINT: the pt. should have some movement allowed with the restraint on)	1	______
5. Remove the restraint AT LEAST every 2 hours for exercise?	5	______
6. Take patient to the bathroom while restraints are off?	1	______
7. Check the patient every 30 minutes to see if he/she is alright?	3	______
TOTAL	13	______

UNIT THIRTEEN: NOURISHMENT

UNIT OBJECTIVE: Upon completion of this unit, the PCA will be able to assist the patient with nourishment needs including checking and serving the food, feeding the patient as needed and offering between meal nourishment and fluids.

The following lessons have been planned to help you reach the unit objective:

LESSON 1: Types of Diets

LESSON 2: Serving a Food Tray in the Patient's Room

LESSON 3: Serving a Food Tray in the Dining Room

LESSON 4: Feeding the Dependent Patient

VOCABULARY	MEDICAL ABBREVIATIONS
bland diet	ADA
soft diet	cal.
regular diet	H.O.B.
clear liquid diet	I&O
full liquid diet	Na
low salt diet	N-G tube
low calorie diet	NPO
diabetic diet	p.o.
force fluids	ac
restrict fluids	pc
Naso-gastric tube	

LESSON ONE: TYPES OF DIETS

PERFORMANCE OBJECTIVE: Upon completion of this lesson, the PCA will be able to identify eight types of diet that might be ordered for patients in the facility. Specifically, given a food tray, the PCA will be able to identify the type of diet and compare it to the accompanying diet card to see if the tray is labeled correctly. The PCA will identify four out of five trays correctly.

RESOURCES: Paulson-Goodwin p. 168-170.

Teacher lecture/demonstration.

SUGGESTED ACTIVITIES FOR UNIT 13, LESSON ONE

1. Read in Paulson-Goodwin on pages 168-170.
2. Listen to the teacher lecture/demonstration.
3. Participate in a lab activity to practice recognizing special diets.
4. When you are ready, ask the teacher to check you to see if you can recognize patient diets correctly. You will be shown five (5) food trays. You must compare the diet card to the food on the tray and determine if the diet card is correct. You must score four out of five correct to master this objective.

LAB ACTIVITY UNIT 13, LESSON 1

STUDENT'S NAME ______________________________ DATE _________

DIRECTIONS: Go to the assigned lab area. You will find food trays set up with meals and diet cards. Look at the food and decide which of the diets listed below is represented by the food on the tray. Label each diet in the space beside the number that matches the number on the food tray. Look at the diet card. Does your answer match the diet card? If the answer is yes, circle "yes" beside your answer. If the answer is no, circle "no" beside your answer.

DIETS

low calorie
low salt
clear liquid
full liquid
bland
diabetic
soft
regular

Does your answer match the diet card?

TRAY #1	______________________________	YES	NO
TRAY #2	______________________________	YES	NO
TRAY #3	______________________________	YES	NO
TRAY #4	______________________________	YES	NO
TRAY #5	______________________________	YES	NO
TRAY #7	______________________________	YES	NO
TRAY #8	______________________________	YES	NO
TRAY #9	______________________________	YES	NO

TRAY #10 ______________________________ YES NO

TRAY #11 ______________________________ YES NO

TRAY #12 ______________________________ YES NO

TRAY #13 ______________________________ YES NO

TRAY #14 ______________________________ YES NO

TRAY #15 ______________________________ YES NO

TRAY #16 ______________________________ YES NO

TRAY #17 ______________________________ YES NO

TRAY #18 ______________________________ YES NO

TRAY #19 ______________________________ YES NO

TRAY #20 ______________________________ YES NO

DIRECTIONS: In the blank below, write the number of each diet that you WOULD NOT serve to the patient before talking to the nurse.

____

Turn in your lab sheet to be checked.

LAB TEST UNIT 13, LESSON 1

STUDENT'S NAME ______________________________ DATE _________

DIRECTIONS: Go to the assigned lab area. You will find food trays set up with meals and diet cards. Look at the food and decide which of the diets listed below is represented by the food on the tray. Label each diet in the space beside the number that matches the number on the food tray. Look at the diet card. Does your answer match the diet card? If the answer is yes, circle "yes" beside your answer. If the answer is no, circle "no" beside your answer.

DIETS

low calorie
low salt
clear liquid
full liquid
bland
diabetic
soft
regular

Does your answer match the diet card?

TRAY #1 ______________________________ YES NO

TRAY #2 ______________________________ YES NO

TRAY #3 ______________________________ YES NO

TRAY #4 ______________________________ YES NO

TRAY #5 ______________________________ YES NO

LESSON TWO: SERVING A MEAL TRAY IN A PATIENT'S ROOM

PERFORMANCE OBJECTIVE: Given a patient, a patient unit and a food tray, the PCA will be able to serve a meal to that patient in the patient unit; specifically the PCA will -

1. Prepare the patient for the meal.
2. Compare the meal to the diet card.
3. Prepare the patient's meal tray.
4. Serve the meal to the patient.
5. Assist the patient with eating as needed.
6. Provide post meal care.
7. Report to the nurse according to the scorecard and facility policy with no errors.

RESOURCES: Paulson-Goodwin pp. 166-168

Teacher lecture / demonstration

SUGGESTED ACTIVITIES FOR UNIT 13, LESSON TWO

1. Read in Paulson-Goodwin on pages 166-168.
2. Listen to the teacher lecture/demonstration.
3. Practice serving a meal tray to a patient in the lab. Use one classmate as the patient. Ask another classmate to watch you and grade you using the scorecard. Rotate so that everyone gets to be the PCA.
4. When you are ready, ask your teacher to watch you serve a food tray to a patient in the patient unit. Your teacher will use the score card to grade you. You must score 100% in order to master this objective.

SCORECARD: SERVE A FOOD TRAY TO A PATIENT IN THE PATIENT'S ROOM

STUDENT'S NAME______________________________ DATE____________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 30 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Straighten the patient's room?	1	
2. Offer the bedpan OR assist the patient to the bathroom?	1	
3. Wash your hands?	1	
4. Assist the patient to wash his/her face and hands?	1	
5. Rid the room of unpleasant odors?	1	
6. Check the patient's clothing and appearance for neatness and cleanliness?	1	
7. Change the patient's clothing, if needed?	1	
8. Assist patient to chair, if allowed OR raise the head of the bed?	1	
9. Turn on soft music, if possible?	1	
10. Wash the overbed table with a disinfectant?	1	
11. Place flowers or other decoration on the overbed table?	1	
11. Place a napkin in the patient's lap?	1	
12. Place a napkin under the patient's chin, if needed?	1	
13. Wash your hands?	1	
14. Check the meal at the food cart for the patient's name, type of diet and food.	1	
15. Place the food tray on the overbed table?	1	
16. Arrange the food so that the patient can reach all items?	1	
17. Open items such as milk cartons and straws for the patient?	1	
18. Feed the patient, if necessary, using small bites alternated with fluids?	1	
19. Talk to the patient during the meal?	1	
20. Observe the amount and which foods are eaten?	1	
21. Remove food tray to the cart as soon as the patient is finished?	1	
22. Offer the bedpan OR assist the patient to the bathroom?	1	
23. Assist the patient to wash his/her face and hands?	1	

24. Assist the patient with oral hygiene?	1	______
25. Change the patient's clothing, if needed?	1	______
26. Assist the patient into a comfortable and safe position?	1	______
27. Clean the overbed table, bed, chair and/or floor as needed?	1	______
28. Wash your hands?	1	______
29. Report how much food was eaten and which food was preferred according to facility policy?	1	______
30. Report any diet violations by patient? (ex. hidden salt, sugar, etc)	1	______
TOTAL	30	______

LESSON THREE: SERVING A MEAL TRAY IN THE DINING ROOM

PERFORMANCE OBJECTIVE: Given a patient and a food tray, the PCA will be able to serve a meal to that patient in the dining room; specifically, the PCA will be able to prepare the patient for the meal, assist the patient to and from the dining area as needed, compare the meal to the diet card, serve the meal, assist the patient with eating as needed, provide post meal care, and report to the nurse according to the scorecard and facility policy with no errors.

RESOURCES: Paulson-Goodwin pp. 166-168
Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 13, LESSON THREE

1. Read in Paulson-Goodwin on pages 166-168.
2. Listen to the teacher lecture/demonstration.
3. Practice serving a meal tray to a patient in the dining room. Use one classmate as the patient. Ask another classmate to watch you and grade you using the scorecard. Rotate so that everyone gets to be the PCA.
4. When you are ready, ask your teacher to watch you serve a food tray to a patient in the dining room. Your teacher will use the score card to grade you. You must score 100% in order to master this objective.

SCORECARD: SERVE A FOOD TRAY TO A PATIENT IN THE DINING ROOM

STUDENT'S NAME ______________________________ DATE ___________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 27 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Offer the bedpan OR assist the patient to the bathroom?	1	______
2. Wash your hands?	1	______
3. Assist the patient to wash his/her face and hands?	1	______
4. Check the patient's clothing and appearance for neatness and cleanliness?	1	______
5. Change the patient's clothing, if needed?	1	______
6. Assist patient to the dining room?	1	______
7. Assist patient to find his/her place?	1	______
8. Place a napkin in the patient's lap?	1	______
9. Place a napkin under the patient's chin, if needed?	1	______
10. Wash your hands?	1	______
11. Check the meal at the food cart for the patient's name, type of diet and food.	1	______
12. Place the food tray on the table?	1	______
13. Arrange the food so that the patient can reach all items?	1	______
14. Open items such as milk cartons and straws for the patient?	1	______
15. Feed the patient, if necessary, using small bites alternated with fluids?	1	______
16. Talk to the patient during the meal?	1	______
17. Observe the amount and which foods are eaten?	1	______
18. Remove food tray to the cart as soon as the patient is finished?	1	______
19. Assist the patient to his/her room?	1	______
20. Offer the bedpan OR assist the patient to the bathroom?	1	______
21. Assist the patient to wash his/her face and hands?	1	______
22. Assist the patient with oral hygiene?	1	______
23. Change the patient's clothing, if needed?	1	______
24. Assist the patient into a comfortable and safe position?	1	______
25. Wash your hands?	1	______

26. Report how much food was eaten and which food was preferred according to facility policy?	1	______
27. Report any diet violations by patient? (ex. hidden salt, sugar, etc)	1	______
TOTAL	27	______

LESSON FOUR: FEEDING THE DEPENDENT PATIENT

PERFORMANCE OBJECTIVE: Given a dependent patient and a food tray, the PCA will be able to feed a meal to that patient; specifically, the PCA will-

1. Assist the patient with eating as needed.
2. Define the terms: force fluids, % intake and NPO.
3. Provide post meal care.
4. Report to the nurse according to the scorecard and facility policy with no errors.
5. Feed a blind patient.
6. Feed a patient who must lie flat.
7. Feed a CVA patient who has paralysis on one side of the mouth.

RESOURCES: Paulson-Goodwin pp. 166-168

Teacher lecture / demonstration

SUGGESTED ACTIVITIES FOR UNIT 13, LESSON FOUR

1. Read in Paulson-Goodwin on pages 166-168.
2. Listen to the teacher lecture/demonstration.
3. Practice feeding a patient in each of the situations demonstrated by your teacher. Use one classmate as the patient. Ask another classmate to watch you and grade you using the scorecard. Rotate so that everyone gets to be the PCA and the patient.
4. When you are ready, ask your teacher to watch you feed a patient. Your teacher will use the score card to grade you. You must score 100% in order to master this objective.

SCORECARD: FEED A DEPENDENT PATIENT

STUDENT'S NAME ______________________ DATE ________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 29 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Offer the bedpan OR assist the patient to the bathroom?	1	______
2. Wash your hands?	1	______
3. Assist the patient to wash his/her face and hands?	1	______
4. Check the patient's clothing and appearance for neatness and cleanliness?	1	______
5. Change the patient's clothing, if needed?	1	______
6. Assist patient into a comfortable position?	1	______
7. Place a napkin in the patient's lap?	1	______
8. Place a napkin under the patient's chin, if needed?	1	______
9. Wash your hands?	1	______
10. Check the meal at the food cart for the patient's name, type of diet and food.	1	______
11. Place the food tray on the table?	1	______
12. Arrange the food so that the patient can reach all items?	1	______
13. Open items such as milk cartons and straws for the patient?	1	______
14. Feed the patient, if necessary, using small bites alternated with fluids?	1	______
15. Talk to the patient during the meal?	1	______
16. Observe the amount and which foods are eaten?	1	______
17. Remove food tray to the cart as soon as the patient is finished?	1	______
18. Assist the patient to his/her room?	1	______
19. Offer the bedpan OR assist the patient to the bathroom?	1	______
20. Assist the patient to wash his/her face and hands?	1	______
21. Assist the patient with oral hygiene?	1	______
22. Change the patient's clothing, if needed?	1	______
23. Assist the patient into a comfortable and safe position?	1	______
24. Wash your hands?	1	______

25. Report how much food was eaten and which food was preferred according to facility policy?	1	______
26. Report any diet violations by patient? (ex. hidden salt, sugar, etc)	1	______
27. Demonstrate how to feed a blind patient?	1	______
28. Demonstrate how to feed a patient who must lie flat?	1	______
29. Demonstrate how to feed a patient who is paralyzed on one side of the mouth?	1	______
TOTAL	29	______

UNIT FOURTEEN: ELIMINATION

UNIT OBJECTIVE: Upon completion of this unit, the PCA will be able to assist the patient with elimination needs including assisting the patient to the bathroom, offering the bedpan and urinal, collecting urine specimens, performing simple tests on urine, and catheter care.

The following lessons have been planned to help you reach the unit objective:

LESSON 1: Managing Intake and Output
LESSON 2: Assisting the Patient Out of Bed to the Bathroom
LESSON 3: Assisting the Patient With the Bedpan and Urinal
LESSON 4: Collect a Stool Specimen
LESSON 5: Administer an Enema
LESSON 6: Remove a Fecal Impaction
LESSON 7: Urine Specimens
LESSON 8: Testing Urine for Glucose and Acetone
LESSON 9: Catheter Care
LESSON 10: Caring for the Incontinent Patient

VOCABULARY

incontinent
Foley
enema
suppository
catheter
glucose
acetone
specimen
urine
stool
impaction
stool

MEDICAL ABBREVIATIONS

S&A
I&O
BRP
spec
PRN
LH (low horizontal)
HH (high horizontal)
oz.
cc
ml

DISEASES/CONDITIONS

diabetes
bedsores

LESSON ONE: MEASURING INTAKE AND OUTPUT

PERFORMANCE OBJECTIVE: Given the appropriate equipment, the PCA will be able to measure intake and output and record the total on the I&O worksheet in ounces and/or milliliters and/or cubic centimeters as requested by the teacher according to the scorecard with no errors.

RESOURCES:Teacher lecture/demonstration.

SUGGESTED ACTIVITIES FOR UNIT 14, LESSON ONE

1. Listen to the teacher lecture/demonstration.
2. Go to the lab and participate in the lab activity planned for you by your teacher. (See teacher's guide)
3. When you are ready, ask the teacher to watch you measure intake and output. Your teacher will observe you three times during your training so that you can pass this objective. The teacher will grade you using the scorecard. You must score 100% to master this skill.

CHECKLIST: MEASURING INTAKE AND OUTPUT

STUDENT'S NAME ____________________________ DATE _____________

DIRECTIONS: The teacher will observe you caring measuring intake and output three (3) separate times during your PCA training to see if you are doing the procedure correctly. The following are the behaviors that you should be doing. You must be able to answer yes to ALL the behaviors on three separate observations in order to master this objective.

OBSERVATION DATE 1._____ 2._____ 3.____

DID YOU:

1. Wear gloves while handling patient "output"?	YES/NO	YES/NO	YES/NO
2. Measure liquids in a standard graduated measure?	YES/NO	YES/NO	YES/NO
3. Measure intake and output correctly?	YES/NO	YES/NO	YES/NO
4. Record intake and output on the proper form?	YES/NO	YES/NO	YES/NO
5. Record intake and output correctly?	YES/NO	YES/NO	YES/NO
6. Convert ounces to cc's or cc's to ounces correctly?	YES/NO	YES/NO	YES/NO
7. Wash your hands after handling patient output?	YES/NO	YES/NO	YES/NO

LESSON TWO:ASSISTING THE PATIENT OUT OF BED TO THE BATHROOM

PERFORMANCE OBJECTIVE: Given a patient and a unit bathroom or bedside commode, the PCA will be able to assist the patient out of bed to the facility and assist as needed with the elimination process according to the scorecard with no errors.

RESOURCES:Teacher lecture/demonstration.

SUGGESTED ACTIVITIES FOR UNIT 14, LESSON TWO

1. Listen to the teacher lecture/demonstration.
2. Go to the lab and practice getting a patient out of bed and helping them walk to the bathroom or bedside commode. Let one PCA be the patient and another PCA use the score card to grade you.
3. When you are ready, ask the teacher to watch you assist a patient out of bed to the bathroom or bedside commode. The teacher will grade you using the scorecard. You must score 100% to master this skill.

SCORECARD: ASSISTING A PATIENT OUT OF BED TO THE BATHROOM

STUDENT'S NAME ______________________ DATE __________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 50 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Put on gloves?	5	_____
2. Tell the patient what you are going to do?	1	_____
3. Close the door and/or close the curtain?	1	_____
4. Make sure the bed is locked?	1	_____
5. Move patient to the side of the bed closest to you?	1	_____
6. Adjust bed to LH position?	1	_____
7. Have patient place his/her arms around your neck?	1	_____
8. Stand with your legs slightly apart and your knees bent?	1	_____
9. Place your hands under the patient's shoulders and lift him/her to a sitting position?	1	_____
10. Slip one arm under patient's knees and swing his/her legs over the side of the bed?	1	_____
11. Allow the patient to rest in this position for a moment to regain balance?	1	_____
12. Assist patient to put on robe?	1	_____
13. Help patient with shoes and socks?	1	_____
14. Stand beside patient to prevent him/her from falling?	1	_____
15. Stand facing the patient, your feet slightly spread, with one foot 2-3 " in front of the other and knees bent slightly?	1	_____
16. Have patient place his/her arms around your neck?	1	_____
17. Place your hands behind the patient's back?	1	_____
18. Slide the patient forward until his/her feet touch the floor?	1	_____
19. Turn your body to the side and place the arm nearest the pt around the pt's waist?	1	_____
20. Grasp the patient's arm with your other hand?	1	_____
21. Walk the patient to the bathroom or bedside commode?	1	_____

22. Assist the patient to adjust clothing,PRN?	1	
23. Steady the patient as you assist them to sit?	1	
24. Make sure call light and toilet paper are within easy reach of the patient?	1	
25. Stand just outside the door or curtain, if safe for the patient?	1	
26. When patient is finished, assist with cleaning, PRN?	1	
27. Have patient place his/her arms around your neck?	1	
28. Steady the patient as you lift him/her off the toilet?	1	
29. Assist patient to adjust clothing,PRN?	1	

TO PUT PATIENT BACK TO BED

30. Walk the patient to the bed?	1	
31. Turn patient so that his/her knees touch the bed?	1	
32. Lower patient to sit on side of the bed?	1	
33. Slip one arm under patient's knees and swing his/her knees back onto the bed?	1	
34. Place your hands behind the patient's shoulders and lower him/her to the bed?	1	
35. Raise the side rail?	1	
36. Bring a basin,soap, and washcloth for the patient to wash his/her hands?	5	
37. Remove your gloves?	1	
37. Wash your hands?	5	
38. Report according to facility policy?	1	
TOTAL	50	

LESSON THREE: ASSISTING THE PATIENT WITH THE BEDPAN AND URINAL

PERFORMANCE OBJECTIVE: Given a patient and a urinal and/or bedpan, the PCA will be able to assist a dependent patient to use any or all of the equipment as needed in the elimination process according to the scorecard with no errors.

RESOURCES:Teacher lecture/demonstration.

SUGGESTED ACTIVITIES FOR UNIT 14, LESSON THREE

1. Listen to the teacher lecture/demonstration.
2. Go to the lab and practice the two methods for placing a patient on the bedpan. Let one PCA be the patient and another PCA use the scorecards to grade you.Then practice offering the patient the urinal in the same way.
3. When you are ready, ask the teacher to watch you place a patient on the bedpan using either or both methods and offer the patient a urinal. The teacher will grade you using the appropriate scorecards. You must score 100% to master these skills.

SCORECARD: ASSISTING A PATIENT ONTO THE BEDPAN, METHOD ONE

STUDENT'S NAME ____________________ DATE ____________________

DIRECTIONS:Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 28 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Put on gloves?	5	_____
2. Tell the patient what you are going to do?	1	_____
3. Close the door and/or close the curtain?	1	_____
4. Make sure the bed is locked?	1	_____
5. Move patient to the side of the bed closest to you?	1	_____
6. Adjust bed to HH position?	1	_____
7. Make sure the bedpan is clean, dry and warm? (HINT: warm by running warm water over, then drying and powdering the rim so that the pan slides more easily)	1	_____
8. Have the patient to bend his/her knees with their feet flat on the mattress and push to raise their buttocks off the bed?	1	_____
9. Slide the bedpan under their buttocks, positioning it to catch both urine and stool?	1	_____
10. Raise the head of the bed as much as possible ?	1	_____
11. Place toilet tissue and call light within easy reach of patient?	1	_____
12. Check with patient frequently?	1	_____
13. Assist the patient with cleaning, as needed by either wiping between the legs while on the pan OR rolling the patient off the pan onto their side and cleaning in this position?	1	_____
14. Remove the pan as soon as possible?	1	_____
15. Observe contents of the pan for reporting?	1	_____
16. Empty the pan into the toilet immediately?	1	_____
17. Clean and dry the pan?	1	_____
18. Store the pan in the appropriate place?	1	_____
19. Remove your gloves?	1	_____
20. Wash your hands?	1	_____
21. Assist the patient to wash their hands with a basin, soap, water and a washcloth?	1	_____
22. Place the patient in a comfortable position?	1	_____
23. Wash your hands?	1	_____
24. Report according to facility policy?	1	_____
TOTAL	28	_____

SCORECARD: ASSISTING A PATIENT ONTO THE BEDPAN, METHOD TWO

STUDENT'S NAME ______________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 29 on this skill in order to show mastery.

DID YOU:		perfect score	your score
1.	Put on gloves?	5	
2.	Tell the patient what you are going to do?	1	
3.	Close the door and/or close the curtain?	1	
4.	Make sure the bed is locked?	1	
5.	Move patient to the side of the bed closest to you?	1	
6.	Adjust bed to HH position?	1	
7.	Make sure the bedpan is clean, dry and warm? (HINT: warm by running warm water over, then drying and powdering the rim so that the pan slides more easily)	1	
8.	Have the patient to roll onto their side away from you?	1	
9.	Position the bedpan against their buttocks, positioning it to catch both urine and stool?	1	
10.	Roll the patient onto their back,holding the pan in place?	1	
11.	Raise the head of the bed as much as possible ?	1	
12.	Place toilet tissue and call light within easy reach of patient?	1	
13.	Check with patient frequently?	1	
14.	Assist the patient with cleaning, as needed by either wiping between the legs while on the pan OR rolling the patient off the pan onto their side and cleaning in this position?	1	
15.	Remove the pan as soon as possible?	1	
16.	Observe contents of the pan for reporting?	1	
17.	Empty the pan into the toilet immediately?	1	
18.	Clean and dry the pan?	1	
19.	Store the pan in the appropriate place?	1	
20.	Remove your gloves?	1	
21.	Wash your hands?	1	
22.	Assist the patient to wash their hands with a basin, soap, water and a washcloth?	1	
23.	Place the patient in a comfortable position?	1	
24.	Wash your hands?	1	
25.	Report according to facility policy?	1	
	TOTAL	29	

SCORECARD: OFFER THE URINAL TO A PATIENT

STUDENT'S NAME ______________________ DATE __________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 20 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Put on gloves?	5	_____
2. Tell the patient what you are going to do?	1	_____
3. Close the door and/or close the curtain?	1	_____
4. Make sure the urinal is clean and dry?	1	_____
5. If patient is able to use the urinal alone, leave the urinal, toilet tissue and the call light within easy reach of the patient?	1	_____
6. If the patient is unable to use the urinal alone, place the urinal between the patient's legs and place the penis into the urinal?	1	_____
7. Hold the urinal until the patient is finished voiding?	1	_____
8. Wipe excess urine from the penis with toilet tissue?	1	_____
9. Empty and clean the urinal?	1	_____
10. Store the urinal in the proper place?	1	_____
11. Remove your gloves?	1	_____
12. Wash your hands?	1	_____
13. Give the patient a wet cloth to wash his hands?	1	_____
14. Place the patient in a comfortable position?	1	_____
15. Wash your hands?	1	_____
16. Report according to facility policy?	1	_____
TOTAL	20	_____

LESSON FOUR: COLLECT A STOOL SPECIMEN

PERFORMANCE OBJECTIVE: Given a bedpan of feces, a tongue blade, gloves, and a specimen cup, the PCA will be able to collect a stool specimen according to the scorecard with no errors.

RESOURCES:Teacher lecture/demonstration.

AHCA film #CAV011, "Collecting Specimens".

SUGGESTED ACTIVITIES FOR UNIT 14, LESSON FOUR

1. Listen to the teacher lecture/demonstration.
2. Watch the AHCA film # CAV011,"Collecting Specimens".
3. Go to the lab and practice collecting a stool specimen from the lab bedpans that have been prepared for you. Use the scorecard to help you.
4. When you are ready, ask the teacher to watch you collect a stool specimen. The teacher will grade you using the scorecard. You must score 100% to master this skill.

SCORECARD: COLLECT A STOOL SPECIMEN

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 16 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Set up the equipment in the patient's bathroom? (gloves, specimen cup, label, & tongue blade)	1	_____
2. Fill out the label for the specimen cup?	1	_____
3. Apply the label to the SIDE of the specimen cup?	1	_____
4. Put on the non sterile gloves?	1	_____
5. Remove the bedpan containing the feces from the patient and take to the patient's bathroom?	1	_____
6. Dip a portion of the feces from the pan into the specimen cup using the tongue blade?	1	_____
7. Discard tongue depressor into a lined trash can?	1	_____
8. Place the lid on the specimen cup?	1	_____
9. Empty the pan into the toilet?	1	_____
10. Clean and dry pan?	1	_____
11. Store the bedpan in the proper place?	1	_____
12. Remove the gloves and place in a lined trash can?	1	_____
13. Take the liner from the can to the garbage disposal?	1	_____
14. Replace soiled liner with clean liner?	1	_____
15. Take specimen to the proper place?	1	_____
16. Wash your hands?	1	_____
TOTAL	16	_____

LESSON FIVE: GIVE AN ENEMA

PERFORMANCE OBJECTIVE: Given a patient and the necessary equipment, the PCA will give a soap suds and/or Fleet's enema according to the appropriate scorecard with no errors.

RESOURCES: Teacher lecture/demonstration.

AHCA film # CAV012,"How to Give an Enema"

SUGGESTED ACTIVITIES FOR UNIT 14, LESSON FIVE

1. Listen to the teacher lecture/demonstration.
2. See the AHCA film #CAV012, "How to Give an Enema".
3. Go to the lab and practice giving each type of enema to the lab mannequin. Have a classmate watch you and use the scorecard to grade you.
4. When you are ready, ask the teacher to watch you give one or both types of enemas. The teacher will grade you using the appropriate scorecard. You must score 100% to master this skill.

SCORECARD: GIVE A SOAP SUDS ENEMA

STUDENT'S NAME ______________________ DATE __________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 33 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment?(enema kit, bedpan, water thermometer,toilet paper,IV pole, goggles, & gloves)	1	
2. Close the door or curtain?	1	
3. Tell the patient what you are going to do?	1	
4. Wash your hands?	1	
5. Put on your gloves and goggles?	1	
6. Prepare solution at 105 degrees F.?	1	
7. Hang the solution on IV pole 12-18" above the patient's rectum and roll to bedside?	1	
8. Place the bedpan and tissue on the bedside table?	1	
9. Put the bed in HH position?	1	
10. Lower the side rail nearest you?	1	
11. Move the patient to the side of the bed closest to you?	1	
12. Ask the patient to roll onto their left side into the Simm's position?	1	
13. Place the underpad under the patient's buttocks?	1	
14. Lubricate the end of the tubing with lubricating jelly?	1	
15. Expel air from the tube into the bedpan?	1	
16. Clamp off tubing?	1	
17. Insert tubing into the rectum 3-4"?	1	
18. Open tubing and allow to flow slowly?	1	
19. Clamp tubing if patient complains of severe cramps?	1	
20. Suggest that patient take deep breaths?	1	
21. Suggest that patient hold the solution for 5-10 min. if possible?	1	
22. Remove tubing?	1	
23. Assist the patient onto the bedpan?	1	
24. Assist patient with cleaning if needed when finished?	1	
25. Observe contents of pan for reporting?	1	
26. Clean and dry pan?	1	
27. Store pan in proper place?	1	
28. Clean the bed, PRN?	1	

29. Remove your gloves?	1	______
30. Wash your hands?	1	______
31. Position the patient in a comfortable position?	1	______
32. Raise the side rail?	1	______
33. Report according to facility policy?	1	______
TOTAL	33	______

SCORECARD: GIVE A FLEET'S ENEMA

STUDENT'S NAME ______________________ DATE __________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 29 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment?(enema kit, bedpan, toilet paper, blue pad,gloves)	1	______
2. Close the door or curtain?	1	______
3. Tell the patient what you are going to do?	1	______
4. Wash your hands?	1	______
5. Put on gloves?	1	______
6. Prepare solution.		
7. Place the bedpan, enema and tissue on the bedside table?	1	______
8. Put the bed in HH position?	1	______
9. Lower the side rail nearest you?	1	______
10. Move the patient to the side of the bed closest to you?	1	______
11. Ask the patient to roll onto their left side into the Simm's position?	1	______
12. Place the underpad under the patient's buttocks?	1	______
13. Lubricate the end of the container with lubricating jelly?		
14. Insert tubing into the rectum 3-4"?	1	______
15. Roll the container slowly from the bottom up until all the liquid is given?	1	______
16. Suggest that patient take deep breaths?	1	______
17. Suggest that patient hold the solution for 5-10 min. if possible?	1	______
18. Remove tubing?	1	______
19. Assist the patient onto the bedpan?	1	______
20. Assist patient with cleaning if needed when finished?	1	______
21. Observe contents of pan for reporting?	1	______
22. Clean and dry pan?	1	______
23. Store pan in proper place?	1	______
24. Remove your gloves?	1	______
25. Wash your hands?	1	______
26. Clean the bed, PRN?	1	______
27. Position the patient in a comfortable position?	1	______
28. Raise the side rail?	1	______
29. Report according to facility policy?	1	______
TOTAL	29	______

LESSON SIX: REMOVE A FECAL IMPACTION

PERFORMANCE OBJECTIVE: Given a patient, gloves, lubricating jelly,a bedpan, and a blue pad, the PCA will remove a fecal impaction according to the scorecard with no errors.

RESOURCES:Teacher lecture/demonstration.

SUGGESTED ACTIVITIES FOR UNIT 14, LESSON SIX

1. Listen to the teacher lecture/demonstration.
2. When you are assigned to remove an impaction in your facility, ask the teacher to watch you. The teacher will grade you using the scorecard. You must score 100% to master this skill.

SCORECARD: REMOVE A FECAL IMPACTION

STUDENT'S NAME ________________________ DATE ____________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 22 on this skill in order to show mastery.

	DID YOU:	perfect score	your score
1.	Gather equipment?(gloves, bedpan, blue pad,toilet paper,lubricating jelly)	1	
2.	Close the door or curtain?	1	
3.	Tell the patient what you are going to do?	1	
4.	Wash your hands?	1	
5.	Place the bedpan and tissue on the bedside table?	1	
6.	Put the bed in HH position?	1	
7.	Lower the side rail nearest you?	1	
8.	Move the patient to the side of the bed closest to you?	1	
9.	Ask the patient to roll onto their left side into the Simm's position?	1	
10.	Place the underpad under the patient's buttocks?	1	
11.	Put on the non-sterile gloves?	1	
12.	Lubricate two fingers of one of your hand with lubricating jelly?	1	
	Insert your fingers into the patient's rectum and feel for the feces?	1	
	Pull the feces from the rectum and place in the bedpan?	1	
	Repeat until all feces is removed?	1	
13.	Suggest that patient take deep breaths?		
14.	Assist patient with cleaning if needed when finished?	1	
15.	Observe contents of pan for reporting?	1	
16.	Clean and dry pan?	1	
17.	Store pan in proper place?	1	
18.	Wash your hands?	1	
19.	Clean the bed, PRN?	1	
20.	Position the patient in a comfortable position?	1	
21.	Raise the side rail?	1	
	Wash your hands?	1	
22.	Report according to facility policy?	1	
	TOTAL	22	

LESSON SEVEN: COLLECT URINE SPECIMENS

PERFORMANCE OBJECTIVE: Given the necessary equipment, the PCA will be able to collect routine, clean catch, and 24 hour urine specimens according to the appropriate scorecards with no errors.

RESOURCES: Teacher lecture/demonstration.

AHCA film # CAV011, "Collecting Specimens"

SUGGESTED ACTIVITIES FOR UNIT 14, LESSON SEVEN

1. Listen to the teacher lecture/demonstration.
2. Review the AHCA film # CAV011,"Collecting Specimens".
2. When you are assigned to collect these types of specimens in your facility, ask the teacher to watch you. The teacher will grade you using the appropriate scorecard. You must score 100% to master each skill.

SCORECARD: COLLECT A ROUTINE URINE SPECIMEN

STUDENT'S NAME ____________________ DATE __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 8 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. If patient is able to go to the bathroom without assistance, give the patient a specimen cup and ask them to void a small amount into the cup?	1	_____
2. If the patient cannot use the bathroom unassisted, obtain the urine from the bedpan?	1	_____
3. Pour the urine into a specimen container?	1	_____
4. Place lid on specimen container?	1	_____
5. Fill out the label?	1	_____
6. Apply the label to the side of the specimen container?	1	_____
7. Take specimen to the proper place?	1	_____
8. Wash your hands?	1	_____
9. Report according to facility policy?	1	_____
TOTAL	8	_____

SCORECARD: COLLECT A CLEAN CATCH URINE SPECIMEN FOR A FEMALE PATIENT

STUDENT'S NAME ____________________________ DATE __________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 33 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment?(sterile specimen cup, nine large cotton balls,gloves, antiseptic solution in a paper cup, bedpan)	1	______
2. Close the door or curtain?	1	______
3. Tell the patient what you are going to do?	1	______
4. Wash your hands?	1	______
5. Put on the gloves?	1	______
6. Put the bed in HH position?	1	______
7. Lower the side rail?	1	______
8. Move the patient to the side of the bed nearest you?	1	______
9. Cover the patient's chest with a blanket?	1	______
10. Fold the sheet back to the patient's knees?	1	______
11. Place the patient on the bedpan?	1	______
12. Spread the patient's legs ?	1	______
13. Wash the perineum using 3 separate strokes and cotton balls,going from top to bottom?	1	______
14. Rinse the perineum using 3 separate strokes and cotton balls,going from top to bottom?	1	______
15. Dry the perineum using 3 separate strokes and cotton balls,going from top to bottom?	1	______
16. Discard all cotton balls into the pan?	1	______
17. Ask the patient to begin to void into the pan and then to stop?	1	______
18. Open the sterile specimen cup without touching the inside of the lid or cup?	1	______
19. Hold the cup between the patient's legs not touching the perineum?	1	______
20. Ask the patient to void into the cup?	1	______
21. Immediately place the lid on the cup without touching the inside?	1	______
22. Remove the pan from under the patient?	1	______
23. Measure the urine and note amount,PRN?	1	______
24. Place the patient in a comfortable position?	1	______
25. Raise the side rail?	1	______
26. Empty, wash, dry and store pan?	1	______
27. Remove your gloves?	1	______
28. Wash your hands?	1	______

29. Fill out the label for the specimen?	1	
30. Place the label on the side of the cup?	1	
31. Take the specimen to the proper place?	1	
32. Wash your hands?	1	
33. Report according to facility policy?	1	
TOTAL	33	

SCORECARD: COLLECT A CLEAN CATCH URINE SPECIMEN FOR A MALE PATIENT

STUDENT'S NAME ______________________________ DATE ________________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 34 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment?(sterile specimen cup, nine large cotton balls,gloves, antiseptic solution in a paper cup, bedpan,bluepad)	1	_____
2. Close the door or curtain?	1	_____
3. Tell the patient what you are going to do?	1	_____
4. Put on your gloves?	1	_____
5. Wash your hands?	1	_____
6. Put the bed in HH position?	1	_____
7. Lower the side rail?	1	_____
8. Move the patient to the side of the bed nearest you?	1	_____
9. Cover the patient's chest with a blanket?	1	_____
10. Fold the sheet back to the patient's knees?	1	_____
11. Place the bluepad on the bed?	1	_____
12. Place the bedpan on the bluepad?	1	_____
13. Wash the penis using 3 separate cotton balls moving in a circle from the urinary meatus to below the glans penis?	1	_____
14. Discard the cotton balls into the pan?	1	_____
15. Rinse the penis using 3 separate strokes moving in a circle from the urinary meatus to below the glans penis?	1	_____
16. Discard each cotton ball into the pan?	1	_____
17. Dry the penis using 3 separate strokes moving in a circle from the urinary meatus to below the glans penis?	1	_____
18. Discard each cotton ball into the pan?	1	_____
18. Hand the urinal to the patient?	1	_____
19. Ask the patient to begin to void into the urinal and then to stop?	1	_____
20. Open the sterile specimen cup without touching the inside of the lid or cup?	1	_____
21. Hold the cup between the patient's legs not touching the perineum?	1	_____
22. Ask the patient to void into the cup?	1	_____
23. Immediately place the lid on the cup without touching the inside?	1	_____

24. Take the urinal from the patient?	1	______
25. Place the patient in a comfortable position?	1	______
26. Raise the side rail?	1	______
27. Empty, wash, dry and store pan?	1	______
28. Remove your gloves?		
29. Wash your hands?	1	______
30. Fill out the label for the specimen?	1	______
31. Place the label on the side of the cup?	1	______
32. Take the specimen to the proper place?	1	______
33. Wash your hands?	1	______
34. Report according to facility policy?	1	______
TOTAL	34	______

SCORECARD: COLLECT A 24 HOUR URINE SPECIMEN

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 14 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment?(gallon jug, label, bedpan, pitcher, ice, bath basin)	1	______
2. Close the door or curtain?	1	______
3. Tell the patient what you are going to do?	1	______
4. Wash your hands?	1	______
5. Ask the patient to void?	1	______
6. Discard this urine?	1	______
7. Tell the patient to ring for the bedpan when they have to void and to save all urine?	1	______
8. Fill out the label? Be sure to include date and time.	1	______
9. Place the label on the side of the jug?	1	______
10. Place the jug in the bath basin and surround with ice?	1	______
11. Place all urine voided by the patient until the same time the next day into the jug?	1	______
12. Take the jug to the proper place?	1	______
13. Wash your hands?	1	______
14. Report according to facility policy?	1	______
TOTAL	14	______

LESSON EIGHT: TEST URINE FOR GLUCOSE AND ACETONE

PERFORMANCE OBJECTIVE: Given the necessary equipment, the PCA will be able to collect routine urine specimen and perform an S&A test using the method preferred by the facility according to the appropriate scorecard with no errors.

RESOURCES: Teacher lecture/demonstration.

SUGGESTED ACTIVITIES FOR UNIT 14, LESSON EIGHT

1. Listen to the teacher lecture/demonstration.
2. Practice performing the S&A on specimens in the lab.
3. When you are ready, ask the teacher to watch you. The teacher will grade you using the appropriate scorecard. You must score 100% to master this skill.

SCORECARD: TEST URINE FOR GLUCOSE (SUGAR) AND ACETONE;DIP STICK METHOD AND/OR STRIP

DIRECTIONS:Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 16 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment?(urine specimen cup, pad, pencil, S&A test sticks/strips, bedpan,PRN)	1	
2. Close the door or curtain?	1	
3. Tell the patient what you are going to do?	1	
4. Wash your hands?	1	
5. If patient is able to go to the bathroom without assistance, give the patient a specimen cup and ask them to void a small amount into the cup?	1	
6. If the patient cannot use the bathroom unassisted, obtain the urine from the bedpan?	1	
7. Take a stick/strip from the from the bottle without touching the chemical on the end?	1	
8. Dip the chemical end into the urine?	1	
9. Place the stick/strip across the top of the cup?	1	
10. Wait the required time?	1	
11. Compare the dip stick/strip to the chart on the side of the bottle?	1	
12. Record your results on a notepad?	1	
13. Clean the work area?	1	
14. Put away the equipment?	1	
15. Wash your hands?	1	
16. Report according to facility policy?	1	
TOTAL	16	

LESSON NINE: CATHETER CARE

PERFORMANCE OBJECTIVE: Given a patient with a catheter, the PCA will give catheter care. Specifically, the PCA will clean the catheter TID using correct aseptic technique, empty the catheter bag TID and measure and record the amount of urine discarded accurately, and will position the catheter bag correctly for a patient in the bed, in a chair and/or ambulating as requested by the instructor.

RESOURCES:Teacher lecture/demonstration.

SUGGESTED ACTIVITIES FOR UNIT 14, LESSON NINE

1. Listen to the teacher lecture/demonstration.
2. Do the lab activity, "Measuring Output from a Catheter".
3. Practice positioning the catheter bag for a patient lying in the bed, sitting in a chair and walking.
4. Practice performing catheter care on the mannequin. You will clean the catheter, empty the bag, measure the urine and record it on the I&O worksheet, then position the bag in the position requested by the teacher. Use the scorecard to help you grade yourself or ask a classmate to watch you.
5. When you are ready, ask the teacher to watch you. The teacher will grade you using the scorecard. You must score 100% to master this skill.

LAB ACTIVITY 14-9: MEASURING OUTPUT FROM A CATHETER

DIRECTIONS: In the lab you will find 20 catheter bags with urine hanging from the beds. The bags are numbered. Practice emptying the bags into the measure and recording the amount on this worksheet. When you are finished, turn this worksheet in for a check.

BAG #1: ____________ BAG #2 ____________
BAG #3: ____________ BAG #4 ____________
BAG #5: ____________ BAG #6 ____________
BAG #7: ____________ BAG #8 ____________
BAG #9: ____________ BAG #10 ____________
BAG #11: ____________ BAG #12 ____________
BAG #13: ____________ BAG #14 ____________
BAG #15: ____________ BAG #16 ____________
BAG #17: ____________ BAG #18 ____________
BAG #19 ____________ BAG #20 ____________

SCORECARD: CATHETER CARE (FEMALE PATIENT)

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 32 on this skill in order to show mastery.

DID YOU:		perfect score	your score
1.	Gather equipment?(unsterile gloves, antiseptic solution,antiseptic cream, 3 cotton balls,1 large swab,4x4gauze pad, measuring pitcher,bedpan)	1	____
2.	Close the door or curtain?	1	____
3.	Tell the patient what you are going to do?	1	____
4.	Wash your hands?	1	____
5.	Put on your gloves?	1	____
6.	Put the bed in HH position?	1	____
7.	Lower the side rail?	1	____
8.	Move the patient to the side of the bed nearest you?	1	____
9.	Cover the patient's chest with a blanket?	1	____
10.	Fold the sheet back to the patient's knees?	1	____
11.	Place the patient on the bedpan?	1	____
12.	Spread the patient's legs?	1	____
13.	Wash the perineum with the antiseptic soaked cotton balls using three separate balls to stroke from top to bottom?	1	____
14.	Place the antiseptic cream on the swab?	1	____
15.	Wipe the cream around the catheter at the point where it enters the body?	1	____
16.	Use the gauze pad to pat the perineum dry from top to bottom?	1	____
17.	Remove the bedpan?	1	____
18.	Place the patient in a comfortable position?	1	____
19.	Straighten the bedcovers?	1	____
20.	Raise the siderails	1	____
21.	Position the catheter bag on the bed frame lower than the patient's body?	1	____
22.	Check to see that the tubing is not kinked or mashed?	1	____
23.	Empty the urine from the bag into the measure?	1	____
24.	Look at the urine and remember how much is in the measure?	1	____
25.	Discard the urine into the commode?	1	____
26.	Rinse and dry the measure?	1	____
27.	Put the measure in its proper place?	1	____

28. Empty, wash, dry and store the bedpan?	1	______
29. Remove your gloves and discard into trash?	1	______
30. Wash your hands?	1	______
31. Write the urine output on the I&O worksheet in the proper place?	1	______
32. Report according to facility policy?	1	______
TOTAL	32	______

SCORECARD: CATHETER CARE (MALE PATIENT)

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question.To find out how well you performed, add your points and compare them to the perfect score. You must score 31 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Gather equipment?(unsterile gloves, antiseptic solution,antiseptic cream, 3 cotton balls,1 large swab,4x4gauze pad, measuring pitcher,bedpan,)	1	
2. Close the door or curtain?	1	
3. Tell the patient what you are going to do?	1	
4. Wash your hands?	1	
5. Put on gloves?	1	
6. Put the bed in HH position?	1	
7. Lower the side rail?	1	
8. Move the patient to the side of the bed nearest you?	1	
9. Cover the patient's chest with a blanket?	1	
10. Fold the sheet back to the patient's knees?	1	
11. Place patient on the bedpan?	1	
12. Wash the penis with the antiseptic soaked cotton balls using three separate balls in a circular motion from the urinary meatus to below the glans penis?	1	
13. Place the antiseptic cream on the swab?	1	
14. Wipe the cream around the catheter at the point where it enters the body?	1	
15. Use the gauze pad to pat the penis dry from top to bottom?	1	
16. Remove the bedpan?	1	
17. Place the patient in a comfortable position?	1	
18. Straighten the bedcovers?	1	
19. Raise the siderails?	1	
20. Position the catheter bag on the bed frame lower than the patient's body?	1	
21. Check to see that the tubing is not kinked or mashed?	1	
22. Empty the urine from the bag into the measure?	1	
23. Look at the urine and remember how much is in the measure?	1	
24. Discard the urine into the commode?	1	
25. Rinse and dry the measure?	1	
26. Put the measure in its proper place?	1	

27. Empty, wash, dry and store the bedpan?	1	
28. Remove your gloves and discard into trash?	1	
29. Wash your hands?	1	
30. Write the urine output on the I&O worksheet in the proper place?	1	
31. Report according to facility policy?	1	
TOTAL	31	

LESSON TEN: CARING FOR THE INCONTINENT PATIENT

PERFORMANCE OBJECTIVE: Given an incontinent patient and the necessary equipment, the PCA will care for the incontinent patient. Specifically, the PCA will:

1. assist with bowel and/or bladder training for the patient by placing the patient on the bedpan or commode at the same time each day in accordance with that patient's elimination habits.
2. check and change the patient as often as needed so that the patient is never soiled for more than 15 minutes at a time.
3. Provide skin care for the patient as ordered by the doctor every time the patient is changed.
4. recognize and use the special equipment as ordered by the doctor to care for the incontinent patient. The teacher must observe ALL the behaviors listed on the check list during a given observation at least three times during the PCA training in order that the PCA pass this objective.

RESOURCES: Teacher lecture/demonstration.

AHCA video # CAV038, "Training for Regaining Control"

SUGGESTED ACTIVITIES FOR UNIT 14, LESSON TEN

1. Listen to the teacher lecture/demonstration.
2. During the lecture, the teacher showed you several different types of special equipment to use with an incontinent patient. Some of them may have included adult diapers, underpads, briefs, etc. Go to the lab and practice putting each of the items onto the mannequin. Practice until you feel that you can put these items on a patient without help.
3. Watch the AHCA video # CAV038, "Training for Regaining Control."
4. Ask your teacher to watch you give skin care in your facility the next time you have an incontinent patient. If you do well you are ready to be observed while caring for an incontinent patient. Your teacher must observe you three times during your PCA training so that you can pass this objective. The teacher will use a checklist like the one on the next page to make sure you are doing the skills correctly.

CHECKLIST: CARING FOR THE INCONTINENT PATIENT

STUDENT'S NAME ______________________ DATE __________

DIRECTIONS: The teacher will observe you caring for a patient three (3) separate times during your PCA training to see if you are doing the care correctly. The following are the behaviors that you should be doing. You must be able to answer yes to ALL the behaviors on three separate observations in order to master this objective.

OBSERVATION DATE	1._____	2._____	3.____
DID YOU:			
1. Place the patient on the bedpan of commode at the same time each day to help bowel/bladder training?	YES/NO	YES/NO	YES/NO
2. check and change the patient so that he/she is not soiled for more than 15 minutes at any one time?	YES/NO	YES/NO	YES/NO
3. provide the skin care ordered by the doctor every time the patient was changed?	YES/NO	YES/NO	YES/NO
4. use the special equipment as ordered by the doctor for the incontinent patient?	YES/NO	YES/NO	YES/NO

UNIT FIFTEEN: VITAL SIGNS

UNIT OBJECTIVE: Upon completion of this unit, the PCA will be able to measure the vital signs and the height and weight of a patient in the nursing home. The following lessons have been planned to assist you in reaching the unit objective:

LESSON ONE: Take an Oral Temperature
LESSON TWO: Take a Rectal Temperature
LESSON THREE: Take an Axillary Temperature
LESSON FOUR: Measure Pulse Rate
LESSON FIVE: Measure Respiration Rate
LESSON SIX: Measure Blood Pressure
LESSON SEVEN: Measure Height and Weight

VOCABULARY

axillary
axilla
blood pressure
blood pressure cuff
diastolic
electronic thermometer
pulse
respiration
Simm's position
stethoscope
systolic
temperature
thermometer

MEDICAL ABBREVIATIONS

BP
P
p.o.
PRN
R
T

LESSON ONE: MEASURE ORAL TEMPERATURE

PERFORMANCE OBJECTIVE: Given the necessary equipment and a patient, the PCA will measure an oral temperature with a glass thermometer and/or an electronic thermometer at the request of the teacher according to the appropriate scorecard with the reading on the glass thermometer being within .2 (2/10) points of the teacher's reading.

RESOURCES: Paulson-Goodwin, p 104

AHCA film # CAV033:"Vital Signs"

Missouri, Health Services, pp 14-2 to 14-11 and 14-19 to 14-23

Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 15, LESSON 1

1. Read in Paulson-Goodwin, page 104.
2. See the AHCA film #CAV033: "Vital Signs".
3. Read in Missouri, Health Services, pp. 14-2 to 14-11 and 14-19 to 14-23.
4. Watch the teacher/lecture demonstration.
5. Divide into groups of three students. Have one student act as the patient, one as the PCA, and one as the teacher. The "teacher" should use the scorecard to grade the "student" on his/her performance. Rotate so that everyone has a chance to practice taking an oral temperature with the oral and the electronic thermometer.
6. When you are ready, ask the teacher to watch you take an oral temperature. You may be asked to take a temperature either OR both ways so be ready. The teacher will use the appropriate scorecard to grade you. You must score 100% in order to show mastery of these skills.

SCORECARD: MEASURE AN ORAL TEMPERATURE USING A GLASS THERMOMETER

STUDENT'S NAME ______________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 30 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment?(oral glass thermometer, cotton balls,soap,pad,pen)	1	______
3. Provide privacy for the patient by closing the door and/or curtain?	1	______
4. Tell pt what you are going to do?	1	______
5. Rinse the thermometer bulb to stem?	1	______
6. Check to see that the mercury is below 98.6?	1	______
7. Shake down mercury, PRN?	1	______
8. Place the bulb end under the patient's tongue?	1	______
9. Instruct patient to close mouth but not to bite the thermometer?	1	______
10. Leave in the patient's mouth 3-5 minutes?	1	______
11. Remove thermometer and wipe from stem to bulb, PRN?	1	______
12. Read thermometer?	1	______
13. Record on your note pad?	1	______
14. Wash thermometer, stem to bulb?	1	______
15. Rinse thermometer, stem to bulb?	1	______
16. Dry thermometer, bulb to stem?	1	______
17. Return thermometer to the antiseptic solution?	1	______
18. Clean your work area?	1	______
19. Wash your hands?	1	______
20. Report according to facility policy?	1	______
21. Your reading is within .2 (2/10) points of the teacher's reading?	10	______
TOTAL	30	______

SCORECARD: MEASURE AN ORAL TEMPERATURE USING AN ELECTRONIC THERMOMETER

STUDENT'S NAME ____________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 16 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Gather equipment?(electronic thermometer and covers,pad,pen)	1	_____
3. Provide privacy for the patient by closing the door and/or curtain?	1	_____
4. Tell pt what you are going to do?	1	_____
5. Insert the probe into a clean thermometer cover?	1	_____
6. Set the thermometer to start?	1	_____
7. Place the bulb end under the patient's tongue?	1	_____
8. Instruct patient to close mouth but not to bite the thermometer?	1	_____
9. Leave in the patient's mouth until the beeper sounds?	1	_____
10. Remove thermometer and discard the cover?	1	_____
11. Read thermometer?	1	_____
12. Record on your note pad?	1	_____
13. Clean your work area?	1	_____
14. Put away the equipment?	1	_____
15. Wash your hands?	1	_____
16. Report according to facility policy?	1	_____
TOTAL	16	_____

LESSON TWO: MEASURE RECTAL TEMPERATURE

PERFORMANCE OBJECTIVE: Given the necessary equipment and a patient, the PCA will measure a rectal temperature with a glass thermometer according to the scorecard with the reading being no more than .2 (2/10) points different from the teacher's reading.

RESOURCES: Paulson-Goodwin, p 105

AHCA film # CAV033:"Vital Signs"

Missouri, Health Services, pp 14-12 to 14-18

Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 15, LESSON 2

1. Read in Paulson-Goodwin, page 105.
2. Review the AHCA film #CAV033: "Vital Signs", PRN.
3. Read in Missouri, Health Services, pp. 14-12 to 14-18.
4. Watch the teacher/lecture demonstration.
5. Divide into groups of two students. Have one student act as the PCA, and one as the teacher. The "teacher" should use the scorecard to grade the "student" on his/her performance. Use the mannequin for the patient. Rotate so that each PCA has a chance to practice taking a rectal temperature.
6. When you are ready, ask the teacher to watch you take a rectal temperature. The teacher will use the scorecard to grade you. You must score 100% in order to show mastery of this skill.

SCORECARD: MEASURE AN RECTAL TEMPERATURE

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 41 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Gather equipment?(rectal glass thermometer, cotton balls,soap,pad,pen, K-Y jelly, 2 tissues)	1	_____
3. Provide privacy for the patient by closing the door and/or curtain?	1	_____
4. Tell pt what you are going to do?	1	_____
5. Rinse the thermometer bulb to stem?	1	_____
6. Check to see that the mercury is below 98.6?	1	_____
7. Shake down mercury, PRN?	1	_____
8. Place the thermometer on the tissue?	1	_____
9. Squeeze K-Y jelly over bulb of the thermometer?	1	_____
10. Place tissue under patient's pillow?	1	_____
11. Put on gloves?	1	_____
12. Ask patient to turn onto their left side in the Simm's position?	1	_____
13. Keep the patient covered with the top sheet?	1	_____
14. Spread the buttocks?	1	_____
15. Insert thermometer 3-4" into the rectum?	1	_____
16. Hold for 2-3 minutes?	1	_____
17. Remove thermometer?	1	_____
18. Place thermometer in the tissue?	1	_____
19. Clean the patient's anal area?	1	_____
20. Place the patient in a comfortable position?	1	_____
21. Raise the side rail?	1	_____
22. Wipe thermometer stem to bulb?	1	_____
23. Read thermometer?	1	_____
24. Write the temperature reading on your notepad with an "r" beside it?	1	_____
25. Wash thermometer with soap stem to bulb?	1	_____
26. Rinse thermometer stem to bulb?	1	_____
27. Dry thermometer bulb to stem?	1	_____
28. Replace thermometer in the antiseptic solution?	1	_____
29. Remove your gloves?	1	_____

30. Wash your hands?	1	______
31. Report according to facility policy?	1	______
32. Your reading is within .2 (2/10) points of the teacher's?	10	______
TOTAL	41	______

LESSON THREE: MEASURE AXILLARY TEMPERATURE

PERFORMANCE OBJECTIVE: Given the necessary equipment and a patient, the PCA will measure an axillary temperature with a glass thermometer according to the scorecard with the reading being within .2 (2/10) points of the teacher's reading.

RESOURCES: AHCA film # CAV033:"Vital Signs"
Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 15, LESSON 3

1. Review the AHCA film #CAV033: "Vital Signs", PRN.
2. Watch the teacher/lecture demonstration.
3. Divide into groups of three students. Have one student act as the PCA, one as the patient and one as the teacher. The "teacher" should use the scorecard to grade the "student" on his/her performance. Rotate so that each PCA has a chance to practice taking an axillary temperature.
4. When you are ready, ask the teacher to watch you take an axillary temperature. The teacher will use the scorecard to grade you. You must score 100% in order to show mastery of this skill.

SCORECARD: MEASURE AN AXILLARY TEMPERATURE

STUDENT'S NAME ______________________ DATE __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 38 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Gather equipment?(oral glass thermometer, cotton balls,soap,pad,pen, towel)	1	_____
3. Provide privacy for the patient by closing the door and/or curtain?	1	_____
4. Tell pt what you are going to do?	1	_____
5. Rinse the thermometer bulb to stem?	1	_____
6. Check to see that the mercury is below 97.6?	1	_____
7. Shake down mercury, PRN?	1	_____
8. Place thermometer under patient's pillow?	1	_____
9. Remove gown from one arm,keeping the breasts covered?	1	_____
10. Cover the chest with a towel?	1	_____
11. Wipe the axilla with the towel?	1	_____
12. Place the thermometer under the patient's arm?	1	_____
13. Draw patient's arm over the chest so that the arm is tight against the chest?	1	_____
14. Hold for 5 minutes?	1	_____
15. Remove thermometer?	1	_____
16. Place thermometer under the pillow?	1	_____
17. Assist the patient to dress?	1	_____
18. Place the patient in a comfortable position?	1	_____
19. Raise the side rail?	1	_____
20. Wipe thermometer stem to bulb?	1	_____
21. Read thermometer?	1	_____
22. Write the temperature reading on your notepad with an "ax" beside it?	1	_____
23. Wash thermometer with soap stem to bulb?	1	_____
24. Rinse thermometer stem to bulb?	1	_____
25. Dry thermometer bulb to stem?	1	_____
26. Replace thermometer in the antiseptic solution?	1	_____
27. Wash your hands?	1	_____
28. Report according to facility policy?	1	_____
29. Your reading is within .2 (2/10) points of the teacher's reading?	10	_____
TOTAL	38	_____

LESSON FOUR: MEASURE PULSE RATE

PERFORMANCE OBJECTIVE: Given a patient, the PCA will measure pulse rate according to the scorecard. Specifically, the PCA will count the radial pulse for one minute. The reading of the PCA must be within two points of the teacher's measurement. The PCA will meet these criteria for at least 4 of 5 pulse rate readings.

RESOURCES: Paulson-Goodwin, p. 102
AHCA film # CAV033:"Vital Signs"
Missouri, Health Services, pp. 15-5 to 15-8.
Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 15, LESSON 4

1. Read in Paulson-Goodwin p. 102.
2. Review the AHCA film #CAV033: "Vital Signs", PRN.
3. Read in Missouri, Health Services, pp. 15-5 to 15-8.
4. Watch the teacher lecture demonstration.
5. Divide into groups of three students. Have one student act as the PCA, one as the patient and one as the teacher. The "teacher" should use the scorecard to grade the "student" on his/her performance. Rotate so that each PCA has a chance to practice taking a radial pulse.
6. When you are ready, ask the teacher to watch you take a radial pulse. The teacher will use the scorecard to grade you. Your reading must be within 2 points of the teacher's reading in order to show mastery of this skill. You must do this with at least four of five readings.

SCORECARD: MEASURE A RADIAL PULSE

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 22 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	_____
2. Gather equipment? (pad,pen)	1	_____
3. Tell the patient what you are going to do?	1	_____
4. Ask the patient to sit in a chair or lie in bed?	1	_____
5. Place your second and third fingers gently over the radial artery?	1	_____
6. Make sure you can feel the pulse beat?	1	_____
7. Look at your watch?	1	_____
8. When the second hand is on the 12, start to count the pulse for one minute?	1	_____
9. Write the pulse rate on your notepad?	1	_____
10. Make the patient comfortable?	1	_____
11. Wash your hands?	1	_____
12. Report according to facility policy?	1	_____
13. Your reading is within 2 points of the teacher's?	10	_____
TOTAL	22	_____

LESSON FIVE: MEASURE RESPIRATION RATE

PERFORMANCE OBJECTIVE: Given a patient, the PCA will measure respiration rate according to the scorecard. Specifically, the PCA will count the respiration for one minute. The reading of the PCA must be within two points of the teacher's measurement. The PCA will meet these criteria for at least 4 of 5 respiration rate readings.

RESOURCES: Paulson-Goodwin, p. 103
AHCA film # CAV033:"Vital Signs"
Missouri, Health Services, pp. 15-14 to 15-17
Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 15, LESSON 5

1. Read in Paulson-Goodwin p. 103.
2. Review the AHCA film #CAV033: "Vital Signs", PRN.
3. Read in Missouri, Health Services, pp. 15-14 to 15-17.
4. Watch the teacher lecture demonstration.
5. Divide into groups of three students. Have one student act as the PCA, one as the patient and one as the teacher. The "teacher" should use the scorecard to grade the "student" on his/her performance. Rotate so that each PCA has a chance to practice taking a respiration.
6. When you are ready, ask the teacher to watch you take a respiration. The teacher will use the scorecard to grade you. Your reading must be within 2 points of the teacher's reading in order to show mastery of this skill. You must do this with at least four of five readings.

SCORECARD: MEASURE RESPIRATION

STUDENT'S NAME ______________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 22 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment? (pad,pen)	1	______
3. Tell the patient what you are going to do?	1	______
4. Ask the patient to sit in a chair or lie in bed?	1	______
5. Place your second and third fingers gently over the radial artery?	1	______
6. Pretend to take the pulse but really look at the patient's chest rising?	1	______
7. Look at your watch?	1	______
8. When the second hand is on the 12, start to count the respiration for one minute?	1	______
9. Write the respiration rate on your pad?	1	______
10. Make the patient comfortable?	1	______
11. Wash your hands?	1	______
12. Report according to facility policy?	1	______
13. Your reading is within 2 points of the teacher's?	10	______
TOTAL	22	______

LESSON SIX: MEASURE BLOOD PRESSURE

PERFORMANCE OBJECTIVE: Given the necessary equipment and a patient, the PCA will measure blood pressure according to the scorecard within four points of the teacher's reading for both the systolic and the diastolic measures. The PCA will meet these criteria for at least 4 of 5 blood pressure readings.

RESOURCES: Paulson-Goodwin, pp. 100-101
AHCA film # CAV033:"Vital Signs"
Missouri, Health Services, pp. 16-1 to 16-11
Teacher lecture/demonstration

SUGGESTED ACTIVITIES FOR UNIT 15, LESSON 6

1. Read in Paulson- Goodwin pp. 100-101.
2. Review the AHCA film #CAV033: "Vital Signs", PRN.
3. Read in Missouri, Health Services, pp. 16-1 to 16-11.
4. Watch the teacher lecture demonstration.
5. Divide into groups of three students. Have one student act as the PCA, one as the patient and one as the teacher. The "teacher" should use the scorecard to grade the "student" on his/her performance. Rotate so that each PCA has a chance to practice taking a blood pressure.
6. When you are ready, ask the teacher to watch you take a blood pressure. The teacher will use the scorecard to grade you. Your reading must be within 4 points, top and bottom, of the teacher's reading in order to show mastery of this skill. You must do this with at least four of five readings.
7. When you have mastered lessons 1-4, your teacher will demonstrate how to take T,P,R and BP in a way that will save you time. Watch this demonstration carefully.
8. Practice taking all four vital signs this way to be sure you can do it when you are working with patients. The scorecard may help you to remember the steps in the procedure.

SCORECARD: MEASURE A BLOOD PRESSURE

STUDENT'S NAME ______________________________ DATE _____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 37 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	
2. Gather equipment?(BP cuff,stethoscope,2 alcohol swabs,pad,pen)	1	
3. Provide privacy for the patient by closing the door and/or curtain?	1	
4. Tell pt what you are going to do?	1	
5. Ask the patient to either sit in a chair or lie in the bed with their arm at rest at the level of their heart?	1	
6. Ask the patient to rest their arm on the table, bed, or chair arm with the palm up?	1	
7. Roll up the sleeve to above the elbow?	1	
8. Feel for the brachial pulse?	1	
9. Place the arrow on the BP cuff over the brachial pulse?	1	
10. Wrap the BP cuff tightly around the upper arm a little above the elbow?	1	
11. Clean the ear pieces of the stethoscope with the alcohol swab?	1	
12. Twist the valve clockwise to close?	1	
13. Place the stethoscope over the brachial artery?	1	
14. Listen as you pump up the BP cuff?	1	
15. Continue to pump for 30 points above the last sound you hear?	1	
16. Slowly release the valve by twisting it counter clockwise?	1	
17. Listen as you release the BP cuff?	1	
18. Remember the number of the first sound you hear? (this is systolic reading)	1	
19. Remember the number of the last sound you hear? (this is the diastolic reading)	1	
20. Release all air in the BP cuff?	1	
21. Write the BP reading on your notepad? (the first number goes over the last)	1	
22. Remove the cuff from the patient's arm?	1	
23. Make the patient comfortable?	1	

24. Clean the ear pieces of the stethoscope with the alcohol swab?	1	______
25. Put away the equipment?	1	______
26. Wash your hands?	1	______
27. Report according to facility policy?	1	______
28. Your reading is within 4 points of the teacher's reading on both the top and the bottom readings?	10	______
TOTAL	37	______

SCORECARD: TAKE VITAL SIGNS

STUDENT'S NAME ____________________ DATE __________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 68 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment?(BP cuff,stethoscope,2 alcohol swabs,electronic thermometer & cover, cotton balls, soap, pad,pen)	1	______
3. Provide privacy for the patient by closing the door and/or curtain?	1	______
4. Tell pt what you are going to do?	1	______
5. Ask the patient to either sit in a chair or lie in the bed with their arm at rest at the level of their heart?	1	______
5. Insert the probe into a clean thermometer cover?	1	______
6. Set the thermometer to start?	1	______
7. Place the bulb end under the patient's tongue?	1	______
8. Instruct patient to close mouth but not to bite the thermometer?	1	______
9. Place your second and third fingers gently over the radial artery?	1	______
10. Look at your watch?	1	______
11. When the second hand is on the 12, start to count the pulse for one minute?	1	______
12. Without moving your fingers, remember the pulse and then count the respiration for for one minute?	1	______
13. Write the pulse and respiration rate on your pad?	1	______
14. Remove the probe from the patient's mouth?	1	______
15. Discard the probe cover into the trash?	1	______
16. Read the temperature?	1	______
17. Write the temperature on your pad?	1	______
18. Roll up the sleeve to above the elbow?	1	______
19. Feel for the brachial pulse?	1	______
20. Place the arrow on the BP cuff over the brachial pulse?	1	______
21. Wrap the BP cuff tightly around the upper arm a little above the elbow?	1	______
22. Clean the ear pieces of the stethoscope with the alcohol swab?	1	______

23. Twist the valve clockwise to close?	1	
24. Place the stethoscope over the brachial artery?	1	
25. Listen as you pump up the BP cuff?	1	
26. Continue to pump for 30 points above the last sound you hear?	1	
27. Slowly release the valve by twisting it counter clockwise?	1	
28. Listen as you release the BP cuff?	1	
29. Remember the number of the first sound you hear? (this is systolic reading)	1	
30. Remember the number of the last sound you hear? (this is the diastolic reading)	1	
31. Release all air in the BP cuff?	1	
32. Write the BP reading on your notepad? (the first number goes over the last)	1	
33. Remove the cuff from the patient's arm?	1	
34. Make the patient comfortable?	1	
35. Clean the ear pieces of the stethoscope with the alcohol swab?	1	
36. Put away the equipment?	1	
37. Wash your hands?	1	
38. Report according to facility policy?	1	
39. Your BP reading is within 4 points of the teacher's reading on both the top and the bottom readings?	10	
40. Your P rate is within 2 points of the teacher's reading?	10	
41. Your R reading is within 2 points of the teacher's reading?	10	
TOTAL	68	

LESSON SEVEN: MEASURE HEIGHT AND WEIGHT

PERFORMANCE OBJECTIVE: Given the a scale and a patient, the PCA will measure height and weight according to the scorecard within 1/4 pound and/or 1/4 inch of the teacher's reading of the height and weight of the patient. The PCA will meet these criteria for at least 4 of 5 patients.

RESOURCES: Paulson-Goodwin, pp. 106
Teacher lecture/ demonstration

SUGGESTED ACTIVITIES FOR UNIT 15, LESSON 7

1. Read in Paulson-Goodwin p. 106.
2. Watch the teacher lecture demonstration.
3. Divide into groups of three students. Have one student act as the PCA, one as the patient and one as the teacher. The "teacher" should use the scorecard to grade the "student" on his/her performance. Rotate so that each PCA has a chance to practice measuring height and weight.
4. When you are ready, ask the teacher to watch you measure height and weight. The teacher will use the scorecard to grade you. Your reading must be within 1/4 pound for weight and 1/4 inch for height, of the teacher's measurement in order to show mastery of this skill. You must do this with at least four of five patients.

SCORECARD: MEASURE HEIGHT AND WEIGHT

STUDENT'S NAME ______________________________ DATE _____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 37 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment?(scale,pad,pen)?	1	______
3. Either assist the patient to the scale OR take the portable scale to the patient?	1	______
4. Provide privacy for the patient by closing the door and/or curtain?	1	______
5. Tell pt what you are going to do?	1	______
6. Adjust the height stick higher than the patient's height?	1	______
7. Balance the scale?	1	______
8. Place a paper towel on the scale?	1	______
9. Assist the patient to step onto the scale?	1	______
10. Ask the patient to stand up straight and look straight ahead?	1	______
11. Lower the height measure to touch the patient's head?	1	______
12. Write the patient's height on your pad ?	1	______
13. Adjust the scale until it balances?	1	______
14. Read the patient's weight?	1	______
15. Write the patient's weight on your pad?	1	______
16. Assist the patient off the scale?	1	______
17. Clean up your work area?	1	______
18. Wash your hands?	1	______
19. Report according to facility policy?	1	______
20. Your weight measure was within 1/4 pound of the teacher's measure?	10	______
21. Your height measure was within 1/4 pound of the teacher's measure?	10	______
TOTAL	39	______

UNIT SIXTEEN: DEATH AND DYING

UNIT OBJECTIVE: Upon completion of this unit, the PCA will be able to discuss his/her feelings about death and dying, discuss the death of a patient appropriately with other patients in the facility and perform post mortem care.

The following lessons have been planned to assist you in reaching the unit objective:

LESSON ONE: Coping With Death and Dying
LESSON TWO: Caring for the Dying Patient
LESSON THREE: Post Mortem Care

VOCABULARY

perineum
perineal pad
post mortem

LESSON ONE: COPING WITH DEATH AND DYING

PERFORMANCE OBJECTIVE: The PCA will discuss his/her feelings about death and dying including the appropriate cultural and ethnic customs observed in their community.

RESOURCES: Paulson-Goodwin, pp. 72-75.

AHCA film # CAV032:"Death and Dying"

SUGGESTED ACTIVITIES FOR UNIT 16, LESSON 1

1. Read in Paulson-Goodwin, pages 72-75.
2. See the AHCA film #CAV032: "Death and Dying".
3. Participate in a large group discussion.

LESSON TWO: CARING FOR THE DYING PATIENT

PERFORMANCE OBJECTIVE: The PCA will participate in a role play/class discussion concerning the facility policy for caring for a dying patient.

RESOURCES: Paulson-Goodwin, pp. 72-75.
AHCA film # CAV032:"Death and Dying"

SUGGESTED ACTIVITIES FOR UNIT 16, LESSON 2

1. Review the reading in Paulson-Goodwin, pages 72-75, PRN.
2. Review the AHCA film #CAV032: "Death and Dying", PRN.
3. Participate in a large group discussion and role play activity planned for you by the teacher.

LESSON THREE: PERFORM POST MORTEM CARE

PERFORMANCE OBJECTIVE: Given a patient, the PCA will perform post mortem care according to the scorecard with no errors.

RESOURCES: Paulson-Goodwin, pp.75-76.

SCORECARD: POST MORTEM CARE

STUDENT'S NAME ____________________________ DATE ____________

DIRECTIONS: Score your performance of the skill by asking each question below. If you can answer "YES" to the question, give yourself the perfect score for that question. To find out how well you performed, add your points and compare them to the perfect score. You must score 15 on this skill in order to show mastery.

DID YOU:	perfect score	your score
1. Wash your hands?	1	______
2. Gather equipment?	1	______
3. Provide privacy for the patient by closing the door and/or curtain?	1	______
4. Put on gloves?	1	______
5. Put the body in a flat position with the head on one pillow?	1	______
6. Place the patient's hands on his/her chest?	1	______
7. Put the patient's false teeth into his/her mouth?	1	______
8. Close the patient's mouth and eyes?	1	______
9. Give a complete bed bath?	1	______
10. Dress the patient in clean clothes?	1	______
11. Comb the patient's hair?	1	______
12. Cover the perineal area with a pad to catch any drainage?	1	______
13. Remove your gloves?	1	______
14. Wash your hands?	1	______
15. Pack the patient's belongings for the family?	1	______
TOTAL	15	______